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ABSTRACT

This source book presents a complete system for the training of adult basic education teachers. It consists of six sections. Section 1 provides an introduction to and overview of the system. Section 2 outlines fifty-five competencies needed by adult educators. (These competencies are grouped in the following eleven areas: building effective relationships with adult learners; understanding adult learners and adult learning; integrating community resources into adult education programs; assessing adult learners; planning, managing, and evaluating lerning activities; continuing professional development for adult educators; performing non-instructional tasks; teaching general life skills; and teaching specific program areas.) Section 3 contains five assessment instruments, including three teacher self-assessment instruments and an interview assessment for adult education teachers. Section 4 provides listings of resources for each of the fifty-five competencies outlined in section 2. Types of resources listed include printed materials, modules/kits, audiovisual materials, people, and sites. Section 5 covers learning strategies. It consists of four models for competency-based staff development programs, a staff development questionnaire, and a sample learning contract. Section 6 contains a description of Texas A&M University's graduate programs in adult education and descriptions of and order forms for twenty-two learning modules for adult educators. (MN)

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A COMPREHENSIVE APPROACH TO STAFF DEVELOPMENT: Source Book

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FORWARD

This source book presents a complete system for the training of Adult Basic Education teachers. This material is presented in six sections and includes a list of competencies needed by teachers, several assessment instruments, and suggestions both as to resources useful to the development of such competencies and methodologies for the implementation of training. This Comprehensive Approach to Staff Development was a long time in the development. The notion that, perhaps, such a system could be developed began to germinate in 1972, but the present version of the resource list was not completed until 1980. Hundreds of individuals were involved in the development or testing of the system--so many, in fact, that any attempt to credit all of them would be certain to miss many. Considerable time, energy, and money also was expended in the process. These resources should be acknowledged and credit given not only to many individuals and local programs but in particular to Texas A&M University and to the Division of Adult Programs, Texas Education Agency.

Robert A. Fellenz
January, 1981

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A COMPREHENSIVE APPROACH TO STAFF DEVELOPMENT

A system for staff development based on the competencies needed by adult educators to effectively perform their duties has been actively sought in Texas since 1972. At that time, a deliberate attempt was made to bring together state agency personnel, administrators, local teachers, aides, and professionals associated with universities or other training institutes to review the concept, implications of performanced-based teacher education, and characteristics implicit to such programs.

The components identified as essential to such a system are: 1) a list of competencies needed by the successful teacher of adults; 2) a system for the assessment of the competency of individual teachers; 3) resources essential to the training of teachers in the required competencies; 4) methodologies for the implementation of the training at the local level and 5) validation of the components and of the total system. Through a series of special projects funded at Texas A&M University, efforts were initiated to develop this comprehensive system.

A LIST OF COMPETENCIES

A task force of adult educators both from local programs and training agencies met a number of times during the 1972-73 academic year to formulate plans for the inauguration of such a system. One of their first tasks was the development of a list of competencies needed by the ABE teacher. Task force members polled their teachers or developed their own lists of essential tasks and these were integrated into one comprehensive list by the Texas A&M staff. Task force members further refined this list by writing behavioral objects appropriate to the teaching of these competencies and even suggested learning activities designed to promote their acquisition. A year later, through a separate research project conducted at Texas A&M, a task analysis of more than 1,100 ABE personnel throughout the state was conducted. At the same time, selected supervisors rated the inventoried tasks for difficulty of training and importance to the program. The resulting list was prioritized both according to the number of teachers performing each task and supervisors' ratings of importance of the task and difficulty of training in that skill. Later, a delphi study involving more than 200 Texas ABE teachers further examined competency expectations. All of these studies were condensed finally into a list of 55 competencies.

ASSESSMENT SYSTEM

A self-assessment instrument for adult teachers, with a rating indicator, was devised to measure individual responses of teachers on the fifty-five competencies. The instrument was field-tested statewide by assessing teachers attending local and regional workshops. A teacher observation guide was also developed but has been given only limited application. A third assessment strategy, a cognitive measure was examined but never perfected.

RESOURCES FOR COMPETENCY DEVELOPMENT

Inauguration of a flexible, individualized competency-based training program demands appropriate resources. Thus, a major effort in the creation of this system was the production of 22 learning modules for adult educators. Each module is a self-contained, multi-media package directed to the development of specific competencies. In addition, comprehensive resource lists are being compiled to inform trainers of the diverse, available resources directly related to each of the fifty-five competencies.

These listings will include human and site resources available in Texas, in addition to print and audio-visual components available through a professional clearinghouse on the Texas A&M campus.

TRAINING METHODOLOGIES

Implementation of the comprehensive, competency-based staff development plan has initially been made with teachers in selected adult education sites across the state. Various delivery systems have been tested ranging from completely individualized graduate courses to simple use of assessment components to focus objectives of traditional workshops. The approach has been particularly successful in multi-session training activities and in meeting needs of individuals. Also, leadership personnel are being afforded intensive training to provide an overview of total system, nature and derivation of competency list, use of assessment devices, construction of learning contracts, information on and access to competency-linking resources, and training in the development and use of strategies for the on-going evaluation of training experiences.

VALIDATION OF COMPONENTS

Feedback on this system from both teachers and administrators has been overwhelmingly positive during the past seven years. However, the need both to prove and to improve remains. Obviously, in a system as complex and dynamic as this attempt at staff development, improvement of all components is a constant goal. But the proof of its effectiveness is a challenge that can not be left to subjective judgement. However, at Texas A&M such validation research is only in the planning stage.

If you are interested in further information on A COMPREHENSIVE APPROACH TO STAFF DEVELOPMENT, please contact:

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COMPETENCIES NEEDED
BY
ADULT TEACHERS

Adult & Extension Education
Texas A&M University
College Station, Texas

October 1979

A. TO BUILD EFFECTIVE INTERPERSONAL RELATIONSHIPS WITH THE ADULT LEARNER

1. I interpret accurately and respond appropriately to the verbal and non-verbal communications affecting the learning environment.

   a. I accurately reflect my understanding of what I hear the learner say.
   b. I take time to listen for feelings and verbally check the accuracy of my understanding of what the learner feels.
   c. I distinguish between the content and feeling of the message.
   d. I verbally check the accuracy of my understanding of the non-verbal messages of the learner.
   e. I verbally check the accuracy of my understanding of the non-verbal messages I communicate to the learner.
   f. I employ body language which reflects my positive attitude toward the learner.

2. I build respect, openness, trust, and understanding between teacher and adult learner.

   a. I address each learner by the name he or she prefers.
   b. I explore with the learner his expectations, aspirations, values, and fears about learning.
   c. I indicate interest in learners' concerns and keep confidences that are shared with me.
   d. I participate in informal group discussions with the learners outside class.
   e. I use approaches that express my belief in the potential of the learner.
   f. I have definite times when I am available for conferences with the learner.

3. I develop understanding between and among members of a learning group.

   a. I arrange opportunity for learners to become acquainted.
   b. I arrange opportunities for learners to share their goals.
   c. I model and arrange opportunities for learners to practice effective ways of handling opposing viewpoints.
   d. I arrange opportunities for learners to actively listen to each other.
   e. I arrange opportunities for learners to discuss non-verbal communications.
   f. I model and arrange opportunities for learners to develop non-judgmental behavior toward one another.

4. I employ strategies that strengthen motivation to succeed.

   a. I ensure success experiences and reinforce each success.
   b. I consider the interests of learners in all learning experiences.
   c. I watch for and identify signs of disinterest and dissatisfaction.
   d. I allow and encourage student responsibility.
   e. I use time efficiently in all learning experiences.
   f. I provide frequent opportunities to advance from one short-term learning objective to another.

B. TO DEMONSTRATE AN UNDERSTANDING OF THE ADULT LEARNER AND ADULT LEARNING

5. I employ strategies that adjust to the social needs and responsibilities of the adult learner.

   a. I require learners to do few if any additional tasks outside class.
   b. I encourage students to share life experiences by bringing relevant problems to the class for resolution.
   c. I schedule classes at the most convenient time for adult learners.
   d. I take time to learn about the world of the adult learner.
   e. I help learners recognize the strengths and limitations of their life styles.
   f. I help learners recognize similarities and contrasts between their life styles and the dominant life style in their communities.

6. I employ strategies that accommodate any physical needs of the adult learner.

   a. I plan short periods of learning/instruction and breaks in study to allow for fatigue level.
   b. I make sure that all materials are legible and that illumination is good.
   c. I make sure that my speech and audio presentations are heard by the learners.
   d. I use multiple sensory channels for presenting concepts.
   e. I adjust for the time factor, allowing time for completion of all tasks.
   f. I notice indications of need for medical care for the adult learners.

7. I employ strategies that accommodate psychological needs of the adult learner.

   a. I provide continuous opportunities for learners to apply the learning content to life situations.
   b. I encourage the learners to set their own learning goals.
   c. I build self concept of the adult learner.
   d. I provide new types of experiences for the adult learner.
   e. I focus on the learner's strengths rather than his/her deficiencies.
   f. I provide opportunities for learners to share their experiences of success.

8. I employ the major elements involved in the change process.

   a. I help students identify learning needs.
   b. I use discussion groups to help learners clarify their own values and identify clear and attainable goals.
   c. I explore with students alternative ways to achieve goals.
   d. I start with what is familiar to the adult learner, moving to the unknown.
   e. I help students to be continually aware of their personal goals.
   f. I provide support for the learner once a goal has been identified.

9. I apply principles of learning theories appropriately.

   a. I recognize the effect of conditioning upon learning behavior.
   b. I use reinforcement to enhance learning.
   c. I employ strategies leading to concept building, principle development, and problem-solving.
   d. I encourage students to undertake independent learning projects.
   e. I provide a supportive climate in which the learner can achieve his goals.
   f. I assist the learner in organizing and synthesizing what has been learned.

C. TO INTEGRATE COMMUNITY RESOURCES INTO THE ADULT EDUCATION PROGRAM

10. I foster a positive public awareness of the role of adult education within the community.

    a. I explain, for informal inquiries, the nature and activities of the adult education program.
    b. I cite specific instances in which people's lives have improved as a result of adult education.
    c. I cite specific instances in which the community has been bettered by having adult education in the community.
    d. I explain, for informal inquiries, the impact of adult education upon the social, economic, and political vitality of the city.
    e. I investigate and support the program's public relations plan.
    f. I give positive verbal support to efforts made by other individuals and groups who also work to better the community.

11. I utilize community resources for the planning, implementation, and evaluation of learning activities.

    a. I have established effective working relationships with key agency personnel; knowing names, phone numbers, and addresses, and services of each.
    b. I have a list of community volunteers who ave willing to work with groups of people for specific purposes.
    c. I know of and visit sites in the community which are appropriate as field trips for the adult learner.
    d. I invite representatives from community agencies to interact with classes.
    e. I invite volunteers from the community to interact with classes.
    f. I identify opportunities in which the adult learners can make contributions to individuals and groups in the community.

12. I refer adult learners effectively to other community resources.

    a. I make available to all students a description of services available through each community agency.
    b. I have a definite referral system.
    c. I counsel with the learner before each referral.
    d. I provide a card with all relevant agency information to each person being referred.
    e. I call the agencies to alert them to each referral.
    f. I follow-up with adult learner to evaluate outcome of referral visit and to gain input for improving relationship with communityr esources.

D. TO ASSESS THE ADULT LEARNERS

13. I design a system for continuous assessment of the adult learner.

    a. I have a plan for initial and on-going assessment to assist in program planning with the learner.
    b. I explain to the learner the nature, purposes, and uses of assessment in the adult education program.
    c. I assess the learner to identify needs, interests, goals, skills, strengths, weaknesses, and preferred learning style.
    d. I keep detailed and orderly records of diagnostic information which I need and which the local and state programs require.
    e. I help the learner continuously assess his/her goals and learning needs.
    f. I have a plan for giving assessment information to the learner.

14. I assess through systematic observation, using acceptable procedures.

    a. I identify clearly the specific behavior(s) that I want to observe.
    b. I schedule periodic observations.
    c. I record my observations of behavior without interpretation.
    d. I analyze and interpret the collected observations.
    e. I record my observations of behavior by use of a checklist.
    f. I assist the adult learner in becoming more skilled in identifying and interpreting his own behaviors.

15. I assess through interview, using acceptable procedures.

    a. I use the interview to identify student interests, goals, learning capabilities and weaknesses.
    b. I identify clearly the specific information I want to obtain through the interview.
    c. I record information obtained from the interview without interpretation.
    d. I analyze and interpret the collected observations.
    e. I conduct periodic and private interviews with the adult learner to discuss progress reports.
    f. I encourage the learner to request interview time as interest, needs, or goals are clarified, or change over time.

16. I assess through informal techniques, using acceptable procedures.

    a. I identify clearly the knowledge and skills to be tested by informal means.
    b. I schedule periodic informal assessments to determine student progress.
    c. I make use of informal skills inventories and/or workbook post-tests to determine proficiency levels.
    d. I develop other informal assessment instruments when needed.
    e. I record results in student folders.
    f. I review assessment results with the learner and assist him/her in becoming more skilled in scoring and interpreting his/her own tests.

17. I assess through the use of formal testing, using acceptable procedures.

    a. I select appropriately from available formal--standardized--tests.
    b. I am able to justify the selection of a formal test in terms of validity, reliability, and practicality.
    c. I prepare learners adequately for scheduled standardized testing.
    d. I administer the test according to test manual instructions.
    e. I record and correctly analyze test scores.
    f. I appropriately communicate test results to learners and encourage them to interpret and analyze the test experience.

E. TO PLAN LEARNING ACTIVITIES

18. I develop a system for instructional planning.

a. I clarify my own philosophy and goals as a teacher.
b. I describe to colleagues the system or procedure I use in planning for instruction.
c. I develop scope and sequence for instruction based on learners' needs.
d. I define my role and responsibilities.
e. I define the roles and responsibilites of the learner.
f. I develop and maintain lesson plans for all class sessions.

19. I formulate appropriate instructional objectives.

a. I formulate objectives that are relevant to the learner's background, interests, and goals.
b. I help the learner devleop his own goals and objectives and plan for their achievement.
c. I formulate objectives that can be attained in the immediate future.
d. I formulate specific objectives based on learners' needs.
e. I formulate objectives which tap all domains: cognitive, affective, and psychomotor.
f. I formulate objectives which tap all levels of learning.

20. I determine suitable individual, tutorial, and group activities to promote learning.

a. I plan for experimenting with presentation activities other than traditional approaches.
b. I select activities that complement the learner's dominant style of learning.
c. I select activities that will stimulate desired behavior change in learners.
d. I select learning activities that are congruent with the learner's cultural or sociological background.
e. I choose instructional activities suited to the objective identified, and on the basis of practicality, cost, time, resources available.
f. I plan instructional activities with the learner.

21. I locate and/or create a variety of appropriate materials relevant to the adult learner for any given learning objective.

a. I locate a wide array of commercially available materials.
b. I locate a variety of materials that refer to real-life situations.
c. I develop new materials when necessary.
d. I determine readability levels of various written materials.
e. I identify the skills/concepts included in various materials.
f. I work with the learner to determine materials congruent with his or her background.

22. I plan an evaluation strategy for each learning activity.

a. I develop an evaluation instrument for each learning activity.
b. I determine how and when the evaluation will be conducted.
c. I determine who will conduct the evaluation and record the data.
d. I share evaluation results with the learner.
e. I have a procedure for making decisions based on the results of evaluation.
f. I develop a system for the learner to actively participate in evaluating each learning activity.

F. TO MANAGE LEARNING ACTIVITIES

23. I orient students to learning activities and the adult education program.

a. I listen and attend to the concerns of the learner.
b. I acquaint the learners with the goals of the adult education program.
c. I clarify with the learner his/her goals and objectives and program of study.
d. I demonstrate the use of materials and equipment.
e. I introduce learners to staff members and other learners involved in learning activites of the adult education program.
f. I provide tours of the physical plant and acquaint the learner with the relevant resources for learning.

24. I encourage the sharing of life experiences of the adult learner which relate to the learning activity.

a. I encourage learners to relate relevant experiences.
b. I control the amount of time used for relating life experiences.
c. I use current events to relate the learning to everyday life.
d. I use examples and anecdotes to apply learning to practical situations.
e. I encourage learners to appreciate their experiences and background.
f. I challenge learners to identify, on their own, new ways to apply their learning to everyday life.

25. I use a variety of teaching methods to present material according to individual learners' needs.

a. I match the right technique to the learner and the situation.
b. I select workbooks according to learner goals and styles.
c. I use demonstration methods for appropriate objectives.
d. I present content in proper sequence and at appropriate speed for each learner.
e. I use lecture methods for appropriate objectives.
f. I use media (tape, film, print material) according to learner need.

26. I involve others in the presentation of lessons.

a. I involve adult learners in self-directed learning activities.
b. I utilize adult learners as peer tutors and in group presentation of content.
c. I present lessons using group discussion techniques.
d. I present lessons with the assistance of resource people.
e. I assist those involved in making presentations in the planning, conducting, and evaluating of such presentations.
f. I guide students to group around common interests or study needs.

27. I use approaches that involve learners in the application and appreciation of content.

a. I use problem solving techniques to present lessons.
b. I conduct field trips to present lessons.
c. I arrange for learners to be involved in relevant direct experiences when possible.
d. I present lessons through simulation, role playing and gaming techniques when appropriate.
e. I use a variety of practice and drill techniques to reinforce learning.
f. I use methods that stimulate creativity in students.

G. EVALUATE LEARNING ACTIVITIES.

28. I evaluate the instructional objectives.

a. I encourage learners to watch and identify when objectives are too difficult.
b. I continually check for learner satisfaction and /or dissatisfaction with learning objective.
c. I determine the degree to which the learner has attained the pre-specified objectives.
d. I assist the learner in determining the extent of attainment of his/her learning objectives.
e. I re-define with the learners, as needed, new levels and domains of learning objectives.
f. I clearly indicate in permanent records those learning objectives which have been employed by the learner.

29. I evaluate activities to promote learning.

a. I compare the effectiveness of different activities in stimulating learning.
b. I retain and or discard learning activities on the basis of their relevance to the learner's cultural and social backgrounds.
c. I check to determine that learning activities are related to the learning objectives and learner needs.
d. I review to ensure the correct scope and sequence of learning activities.
e. I review the instructional objectives in terms of practicality, cost, time and resources available.
f. I discuss with the learner the strengths and the weaknesses of each learning activity employed.

30. I evaluate materials to promote learning.

a. I compare the effectiveness of different learning materials in stimulating learning.
b. I continually review commercially available materials employed in stimulating learning.
c. I continually review teacher-made materials employed in stimulating learning.
d. I check to determine that learning materials employed relate directly to the learning objectives and learner needs.
e. I retain or discard learning materials employed on the basis of the relevance to the learner's cultural and social backgrounds.
f. I discuss with the learner the strengthsand weaknesses of the learning materials employed.

31. I evaluate the effectiveness of the total instructional system.

a. I make revisions in my evaluation strategy in terms of efficiency and practicality.
b. I use peer interaction and learner feedback to assess my total teaching effectiveness.
c. I refine my methods for recording evaluative data as appropriate.
d. I appropriately engage resource persons in the evaluation process.
e. I determine whether or not each teaching learning experience contributes appropriately to the goals of the adult education program.
f. I promptly make whatever appropriate changes are dictated by reason of the evaluation process.

H. TO UNDERTAKE ACTIVITIES FOR CONTINUAL PROFESSIONAL DEVELOPMENT AS AN ADULT EDUCATOR

32. I develop a sense of professional identity as an adult educator.

a. I describe to associates the unique characteristics of adult educators.
b. I describe to associates the unique characteristics of the adult learner.
c. I indicate to associates the role adult educators might play in any given situation.
d. I identify national, state, and local objectives and legislation for adult education.
e. I share with others important facets of adult education in the United States.
f. I identify past events and future trends in the field of adult education.

33. I continually refine my own philosophy of education.

a. I read materials concerning the role or purpose of education.
b. I note the results I attain when I use my philosophical approach with any given problem.
c. I examine my actions to see that they are consistent with my purpose as an adult educator.
d. I clearly state my beliefs on education.
e. I clearly identify current needs or challenges facing the field of adult education.
f. I readily identify those philosophic positions which are similar to and/or different from my own.

34. I interact in a professional manner.

a. I engage openly in discussions of philosophic positions with colleagues.
b. I keep confidences of colleagues and respect their rights.
c. I invite colleagues to assist me in improving my teaching effectiveness.
d. I share with colleagues the effective methods and reading materials I have read about or developed.
e. I indicate interest in colleagues' personal and professional concerns.
f. I encourage interaction between learners and my professional colleagues.

35. I develop goals for my own professional growth.

a. I develop both short and long term goals for my professional development.
b. I identify major teaching areas I want to improve.
c. I participate in self-directed learning activities.
d. I cooperate in or initiate studies for testing effectiveness of current methods and materials.
e. I participate in major state and/or national professional organizations in adult education.
f. I participate in local and/or regional adult education staff development activities.

36. I make use of available resources to move toward attainment of my goals.

a. I use services and resource materials offered by local and/or regional adult education centers.
b. I keep up with research findings as reported in adult education literature.
c. I read about current innovations as reported in adult education literature.
d. I read publications of local, state, and national professional organizations.
e. I know and interact with adult educators in the state who have those special competencies which I wish to acquire.
f. I request for review from state clearinghouses those curriculum and professional development resource materials which can assist me in my teaching role.

I. TO PERFORM APPROPRIATE NON-INSTRUCTIONAL TASKS.

37. I maintain appropriate student records.

a. I make accurate entries on student records.
b. I keep student records up to date.
c. I make necessary reports on time.
d. I make correct judgements on what information is not relevant to record.
e. I provide records to my replacement when I am unable to teach a class.
f. I maintain an updated portfolio for use by each adult learner.

38. I create a physical environment conducive to learning.

a. I make appropriate adjustments in temperature and lighting when possible.
b. I encourage a variety of seating arrangements to suit the learning activity.
c. I allow adult learners as much freedom as possible in moving around in the learning facility.
d. I remove adverse stimuli from the educational setting.
e. I add appropriate stimuli to the educational setting.
f. I request alternative class location if a conducive environment can not be created otherwise.

39. I operate appropriate instructional equipment.

a. I set up equipment or displays before class begins.
b. I keep necessary supplies for operating instructional equipment.
c. I operate audio and video equipment effectively with or without student assistance.
d. I report needed repairs of all instructional equipment.
e. I have a listing of the instructional equipment available for use in the programs.
f. I prepare quality materials for use with the instructional equipment.

40. I participate in activities designed to strengthen the local adult education program.

a. I recruit students, either directly or indirectly.
b. I give accurate information concerning current and planned adult education programs.
c. I make follow-up studies of former adults in the program.
d. I review and recommend for acquisition of appropriate new instructional materials.
e. I cooperate with the co-op local director in implementing policy decisions designed to strengthen the instructional program.
f. I participate willingly as a local resource person as requested by the local or co-op director.

J. TO IDENTIFY THE MAJOR CONCEPTS, CHARACTERISTICS, AND PROCEDURES APPROPRIATE FOR TEACHING GENERAL LIFE SKILLS.

41. I develop and implement instructional activities appropriate to the program area goals and objectives.

    a. I explain the goals and objectives of the Life Coping Skills program area.
    b. I know and teach the subject matter of the Life Coping Skills program area.
    c. I teach according to the individual needs of the adult learner in the program area.
    d. I describe the major life coping skills important in today's society.
    e. I use the available resource materials appropriate to the program area.

42. I teach content needed to function as an adult in today's society.

    a. I teach content and principles needed to be a wise consumer.
    b. I teach content and principles needed in occupational knowledge.
    c. I teach content and principles needed to understand government and law.
    d. I teach content and principles needed in caring for health.
    e. I teach content and principles needed to use community resources.

43. I teach processes needed to function as an adult in today's society.

    a. I show the application of learning to relevant life situations.
    b. I employ and emphasize the problem-solving process.
    c. I employ and reflect upon procedures that promote interpersonal relations.
    d. I encourage the learner to accept increased responsibility for learning and its application.
    e. I evaluate with the learner his/her ability to apply learning to real life situations.

K. TO IDENTIFY THE MAJOR CONCEPTS, CHARACTERISTICS, AND PROCEDURES APPROPRIATE FOR A SPECIFIC PROGRAM AREA

Adult Basic Education Program Area:

44. I develop and implement instructional activities appropriate to the program area goals and objectives.

a. I explain the objectives of the program area.
b. I teach according to the needs of the student in the program area.
c. I know and teach the subject matter of the program area.
d. I interpret to the adult learner the goals and objectives of the program area.
e. I use the available resource materials appropriate to the program area.

45. I teach lessons in reading.

a. I teach lessons in recognition and reproduction of the alphabet.
b. I aid the adult learner in building an initial sight vocabulary.
c. I present lessons on building word recognition through contextual clues, through structorual analysis, and through phonics.
d. I present lessons on reading form comprehension: locating answers, finding meaning, understanding and following directions, recognizing inferences, drawing conclusions, sequencing ideas, and distinguishing fact from opinion.
e. I present lessons on reading for pleasure.

46. I teach lessons on spelling and grammar.

a. I present lessons on building spelling skills.
b. I present lessons on correct punctuation, capitalization, abbreviations, and symbols.
c. I present lessons on the agreement and correct use of parts of speech.
d. I present lessons on the structure and parts of a sentence.
e. I present lessons on identifying different types of sentences and in building paragraphs.

47. I teach oral and written communication skills.

a. I present lessons on effective speaking.
b. I present lessons on writing legibly.
c. I present lessons on building listening skills.
d. I present lessons clarifying the differences between formal and informal English.
e. I build communication skills through group interaction.

48. I teach mathematic skills.

a. I teach number concepts, symbol recognition, and counting.
b. I present lessons on fundamental processes of arithmetic, decimals, percentages, fractions, basic weights, shapes, and measures.
c. I teach mathematics for application to daily usage.
d. I employ a variety of methods for teaching mathematics.
e. I teach mathematics using word problems.

K. TO IDENTIFY THE MAJOR CONCEPTS, CHARACTERISTICS, AND PROCEDURES APPROPRIATE FOR A SPECIFIC PROGRAM AREA.

General Educational Development Program Area:

49. I develop and implement instructional activities appropriate to the program area goals and objectives.

    a. I explain the objectives of the program area.
    b. I teach according to the needs of the student in the program area.
    c. I know and teach the subject matter of the program area.
    d. I interpret to the adult learner the goals and objectives of the program area.
    e. I use the available resource materials appropriate to the program area.

50. I teach reading and written expression skills.

    a. I present lessons using a variety of reading materials: practical and general reading materials, prose, poetry, and drama.
    b. I present lessons for reading comprehension: finding major concepts and supporting detail, making inferences, understanding logical relationships, recognizing emotional reactions, interpreting descriptive and figurative language, and arriving at conclusions and generalizations.
    c. I present lessons on spelling, capitalization, punctuation, and usage.
    d. I present lessons on effective writing for a variety of purposes.
    e. I present lessons on reading and writing for enjoyment.

51. I teach social studies, science, and mathematics.

    a. I present lessons for understanding, comprehension, and application of fundamental concepts of U.S. history, geography, economics, political science, and behavioral science.
    b. I present lessons for understanding, comprehension, and application of fundamental concepts of biology, earth science, chemistry, and physics.
    c. I present lessons in arithmetic: properties of numbers, measurement, averages, and interpretation of tables, graphs, and charts.
    d. I present lessons in basic geometry.
    e. I present lessons in algebra.

52. I prepare the learner for the GED testing.

    a. I explain to the learners the eligibility requirements for testing.
    b. I tell the learners the location of testing centers, and times and dates for testing.
    c. I explain procedures for administering and scoring the test.
    d. I judge accurately each learner's readiness for testing through use of predictor tests.
    e. I teach the learners test-taking skills.

K. TO IDENTIFY THE MAJOR CONCEPTS, CHARACTERISTICS, AND PROCEDURES APPROPRIATE FOR A SPECIFIC PROGRAM AREA

English as a Second Language Program Area:

53. I develop and implement instructional activities appropriate to the program area goals and objectives.

a. I help learners become aware of cultural similarities and differences between their native and the dominant cultures.
b. I explain the goals and objectives of the program area.
c. I employ a variety of techniques and materials for introducing and practicing English as a new language.
d. I describe the major skills involved in learning a new language.
e. I encourage the sharing of elements of the native culture among learners in the program.

54. I promote oral communication and comprehension.

a. I model proper speech, enunciating clearly.
b. I provide opportunity for much oral practice.
c. I use lessons and activities which relate to daily living to improve listening and speaking skills.
d. I practive language patterns and vowel sounds that present special difficulties to the adult learner.
e. I present lessons on English stress and intonation patterns.

55. I teach reading and writing skills in the English language.

a. I increase vocabulary with the use of sentence patterns, simple books, and newspapers.
b. I present exercises for interpretation of written material.
c. I teach the basic principles of grammar.
d. I use a variety of educational and real life materials.
e. I teach English patterns for negation, verbs, suffixes, adjectives, and pronouns.

TEACHER SELF-ASSESSMENT INSTRUMENT

Adult and Extension Education
Texas A&M University
College Station, Texas

February 14, 1980

DIRECTIONS

Each sheet of this self-assessment instrument deals with a broad category of concern to adult administrators, teachers, paraprofessionals, and students.

Underneath the broad category of concern are listed several "competencies" which have been identified as being desirable functions of adult educators.

Beneath each competency, you are asked to read the six indicators which help to clarify the competency.

Please evaluate your own ability to perform each competency by using the following scale:

1 = I have no need for training.

2 = I have little need for training.

3 = I have a moderate need for training.

4 = I have a great need for training.

5 = I have a critical need for training.

You will notice that the last four pages of the instrument deal with teaching in four specific areas of adult basic education. Rate yourself only in the area where you are presently teaching: Life Coping Skills, ABE, GED, or ESL. If you do not teach ABE, GED, or ESL, then rate yourself on Life Coping Skills.

A. TO BUILD EFFECTIVE INTERPERSONAL RELATIONSHIPS WITH THE ADULT LEARNER

1 2 3 4 5 1. I interpret accurately and respond appropriately to the verbal and non-verbal communications affecting the learning environment.

a. I accurately reflect my understanding of what I hear the learner say.
b. I take time to listen for feelings and verbally check the accuracy of my understanding of what the learner feels.
c. I distinguish between the content and feeling of the message.
d. I verbally check the accuracy of my understanding of the non-verbal messages of the learner.
e. I verbally check the accuracy of my understanding of the non-verbal messages I communicate to the learner.
f. I employ body language which reflects my positive attitude toward the learner.

1 2 3 4 5 2. I build respect, openness, trust, and understanding between teacher and adult learner.

a. I address each learner by the name he or she prefers.
b. I explore with the learner his expectations, aspirations, values, and fears about learning.
c. I indicate interest in learners' concerns and keep confidences that are shared with me.
d. I participate in informal group discussions with the learners outside class.
e. I use approaches that express my belief in the potential of the learner.
f. I have definite times when I am available for conferences with the learner.

1 2 3 4 5 3. I develop understanding between and among members of a learning group.

a. I arrange opportunity for learners to become acquainted.
b. I arrange opportunities for learners to share their goals.
c. I model and arrange opportunities for learners to practice effective ways of handling opposing viewpoints.
d. I arrange opportunities for learners to actively listen to each other.
e. I arrange opportunities for learners to discuss non-verbal communications.
f. I model and arrange opportunities for learners to develop non-judgmental behavior toward one another.

1 2 3 4 5 4. I employ strategies that strengthen motivation to succeed.

a. I ensure success experiences and reinforce each success.
b. I consider the interests of learners in all learning experiences.
c. I watch for and identify signs of disinterest and dissatisfaction.
d. I allow and encourage student responsibility.
e. I use time efficiently in all learning experiences.
f. I provide frequent opportunities to advance from one short-term learning objective to another.

B. TO DEMONSTRATE AN UNDERSTANDING OF THE ADULT LEARNER AND ADULT LEARNING

1 2 3 4 5 5. I employ strategies that adjust to the social needs and responsibilities of the adult learner.

a. I require learners to do few if any additional tasks outside class.
b. I encourage students to share life experiences by bringing relevant problems to the class.
c. I schedule classes at the most convenient time for adult learners.
d. I take time to learn about the world of the adult learner.
e. I help learners recognize the strengths and limitations of their life styles.
f. I help learners recognize similarities and contrasts between their life sytles and the dominant life style in the communities.

1 2 3 4 5 6. I employ strategies that accomodate any physical needs of the adult learner.

a. I plan short periods of learning/instruction and breaks in study to allow for fatigue level.
b. I make sure that all materials are legible and that illumination is good.
c. I make sure that my speech and audio presentations are heard by the learners.
d. I use multiple sensory channels for presenting concepts.
e. I adjust for the time factor, allowing time for completion of all tasks.
f. I notice indications of need for medical care for the adult learners.

1 2 3 4 5 7. I employ strategies that accommodate psychological needs of the adult learner.

a. I provide continuous opportunities for learners to apply the learning content to life situations.
b. I encourage the learners to set their own learning goals.
c. I build self concept of the adult learner.
d. I provide new types of experiences for the adult learner.
e. I focus on the learner's strengths rather than his/her deficiencies.
f. I provide opportunities for learners to share their experiences of success.

1 2 3 4 5 8. I employ the major elements involved in the change process.

a. I help students identify learning needs.
b. I use discussion groups to help learners clarify their own values and identify clear and attainable goals
c. I explore with students alternative ways to achieve goals.
d. I start with what is familiar to the adult learner, moving to the unknown.
e. I help students to be continually aware of their personal goals.
f. I provide support for the learner once a goal has been identified.

1 2 3 4 5 9. I apply principles of learning theories appropriately.

a. I recognize the effect of conditioning upon learning behavior.
b. I use reinforcement to enhance learning.
c. I employ strategies leading to concept building, principle development, and problem-solving.
d. I encourage students to undertake independent learning projects.
e. I provide a supportive climate in which the learner can achieve his goals.
f. I assist the learner in organizing and synthesizing what has been learned.

C. TO INTEGRATE COMMUNITY RESOURCES INTO THE ADULT EDUCATION PROGRAM

1 2 3 4 5 10. I foster a positive public awareness of the role of adult education within the community.

a. I explain, for informal inquiries, the nature and activities of the adult education program.
b. I cite specific instances in which people's lives have improved as a result of adult education.
c. I cite specific instances in which the community has been bettered by having adult education in the community.
d. I explain, for informal inquiries, the impact of adult education upon the social, economic, and political vitality of the city.
e. I investigate and support the program's public relations plan.
f. I give positive verbal support to efforts made by other individuals and groups who also work to better the community.

1 2 3 4 5 11. I utilize community resources for the planning, implementation, and evaluation of learning activities.

a. I have established effective working relationships with key agency personnel; knowing names, phone numbers, and addresses, and services of each.
b. I have a list of community volunteers who are willing to work with groups of people for specific purposes.
c. I know of and visit sites in the community which are appropriate as field trips for the adult learner.
d. I invite representatives from community agencies to interact with classes.
e. I invite volunteers from the community to interact with classes.
f. I identify opportunities in which the adult learners can make contributions to individuals and groups in the community.

1 2 3 4 5 12. I refer adult learners effectively to other community resources.

a. I make available to all students a description of services available through each community agency
b. I have a definite referral system.
c. I counsel with the learner before each referral.
d. I provide a card with all relevant agency information to each person being referred.
e. I call the agencies to alert them to each referral.
f. I follow up with adult learner to evaluate outcome of referral visit and to gain input for improving relationship with community resources.

D. TO ASSESS THE ADULT LEARNERS

1 2 3 4 5 13. I design a system for continuous assessment of the adult learner.

a. I have a plan for initial and on-going assessment to assist in program planning with the learner.
b. I explain to the learner the nature, purposes, and uses of assessment in the adult education program.
c. I assess the learner to identify needs, interests, goals, skills, strengths, weaknesses, and preferred learning style.
d. I keep detailed and orderly records of diagnostic information which I need and which the local and state programs require.
e. I help the learner continuously assess his/her goals and learning needs.
f. I have a plan for giving assessment information to the learner.

1 2 3 4 5 14. I assess through systematic observation, using acceptable procedures.

a. I identify clearly the specific behavior(s) that I want to observe.
b. I schedule periodic observations.
c. I record my observations of behavior without interpretation.
d. I analyze and interpret the collected observations.
e. I record my observations of behavior by use of a checklist.
f. I assist the adult learner in becoming more skilled in identifying and interpreting his own behaviors

1 2 3 4 5 15. I assess through interview, using acceptable procedures.

a. I use the interview to identify student interests, goals, learning capablities and weaknesses.
b. I identify clearly the specific information I want to obtain through the interview.
c. I record information obtained from the interview without interpretation.
d. I analyze and interpret the collected observations.
e. I conduct periodic and private interviews with the adult learner to discuss progress reports.
f. I encourage the learner to request interview time as interest, needs, or goals are clarified, or as they change over time.

1 2 3 4 5 16. I assess through informal techniques, using acceptable procedures.

a. I identify clearly the knowledge and skills to be tested by informal means.
b. I schedule periodic informal assessments to determine student progress.
c. I make use of informal skills inventories and/or workbook post-tests to determine proficiency levels
d. I develop other informal assessment instruments when needed.
e. I record results in student folders.
f. I review assessment results with the learner and assist him/her in becoming more skilled in scoring and interpreting his/her own tests.

1 2 3 4 5 17. I assess through the use of formal testing, using acceptable procedures.

a. I select appropriately from available formal--standardized--tests.
b. I am able to justify the selection of a formal test in terms of validity, reliability, and practicali
c. I prepare learners adequately for scheduled standardized testing.
d. I administer the test according to test manual instructions.
e. I record and correctly analyze test scores.
f. I appropriately communicate test results to learners and encourage them to interpret and analyze the test experience.

E. TO PLAN LEARNING ACTIVITIES

1 2 3 4 5 18. I develop a system for instructional planning.

a. I clarify my own philosophy and goals as a teacher.
b. I describe to colleagues the system or procedure I use in planning for instruction.
c. I develop scope and sequence for instruction based on learners' needs.
d. I define my role and responsibilities.
e. I define the roles and responsibilities of the learner.
f. I develop and maintain lesson plans for all class sessions.

1 2 3 4 5 19. I formulate appropriate instructional objectives.

a. I formulate objectives that are relevant to the learner's background, interests, and goals.
b. I help the learner develop his own goals and objectives and plan for their achievement.
c. I formulate objectives that can be attained in the immediate future.
d. I formulate specific objectives based on learners' needs.
e. I formulate objectives which tap all domains: cognitive, affective, and psychomotor.
f. I formulate objectives which tap all levels of learning.

1 2 3 4 5 20. I determine suitable individual, tutorial, and group activities to promote learning.

a. I plan for experimenting with presentation activities other than traditional approaches.
b. I select activities that complement the learner's dominant style of learning.
c. I select activities that will stimulate desired behavior change in learners.
d. I select learning activities that are congruent with the learner's cultural or sociological background.
e. I choose instructional activities suited to the objective identified, and on the basis of practicality, cost, time, resources available.
f. I plan instructional activities with the learner.

1 2 3 4 5 21. I locate and/or create a variety of appropriate materials relevant to the adult learner for any given learning objective.

a. I locate a wide array of commercially available materials.
b. I locate a variety of materials that refer to real-life situations.
c. I develop new materials when necessary.
d. I determine readability levels of various written materials.
e. I identify the skills/concepts included in various materials.
f. I work with the learner to determine materials congruent with his or her background.

1 2 3 4 5 22. I plan an evaluation strategy for each learning activity.

a. I develop an evaluation instrument for each learning activity.
b. I determine how and when the evaluation will be conducted.
c. I determine who will conduct the evaluation and record the data.
d. I share evaluation results with the learner.
e. I have a procedure for making decisions based on the results of evaluation.
f. I develop a system for the learner to actively participate in evaluating each learning activity.

F. TO MANAGE LEARNING ACTIVITIES

1 2 3 4 5 23. I orient students to learning activities and the adult education program.

a. I listen and attend to the concerns of the learner.
b. I acquaint the learners with the goals of the adult education program.
c. I clarify with the learner his/her goals and objectives and program of study.
d. I demonstrate the use of materials and equipment.
e. I introduce learners to staff members and other learners involved in learning activities of the adult education program.
f. I provide tours of the physical plant and acquaint the learner with the relevant resources for learning.

1 2 3 4 5 24. I encourage the sharing of life experiences of the adult learner which relate to the learning activity.

a. I encourage learners to relate relevant experiences.
b. I control the amount of time used for relating life experiences.
c. I use current events to relate the learning to everyday life.
d. I use examples and anecdotes to apply learning to practical situations.
e. I encourage learners to appreciate their experiences and background.
f. I challenge learners to identify, on their own, new ways to apply their learning to everyday life.

1 2 3 4 5 25. I use a variety of teaching methods to present material according to individual learners' needs.

a. I match the right technique to the learner and the situation.
b. I select workbooks according to learner goals and styles.
c. I use demonstration methods for appropriate objectives.
d. I present content in proper sequence and at appropriate speed for each learner.
e. I use lecture methods for appropriate objectives.
f. I use media (tape, film, print material) according to learner need.

1 2 3 4 5 26. I involve others in the presentation of lessons.

a. I involve adult learners in self-directed learning activities.
b. I utilize adult learners as peer tutors and in group presentation of content.
c. I present lessons using group discussion techniques.
d. I present lessons with the assistance of resource people.
e. I assist those involved in making presentations in the planning, conducting, and evaluating of such presentations.
f. I guide students to group around common interests or study needs.

1 2 3 4 5 27. I use approaches that involve learners in the application and appreciation of content.

a. I use problem solving techniques to present lessons.
b. I conduct field trips to present lessons.
c. I arrange for learners to be involved in relevant direct experiences when possible.
d. I present lessons through simulation, role playing and gaming techniques when appropriate.
e. I use a variety of practice and drill techniques to reinforce learning.
f. I use methods that stimulate creativity in students.

G. EVALUATE LEARNING ACTIVITIES

1 2 3 4 5 28. I evaluate the instructional objectives.

a. I encourage learners to watch and identify when objectives are too difficult.
b. I continually check for learner satisfaction and/or dissatisfaction with learning objective.
c. I determine the degree to which the learner has attained the pre-specified objectives.
d. I assist the learner in determining the extent of attainment of his/her learning objectives.
e. I re-define with the learners, as needed, new levels and domains of learning objectives.
f. I clearly indicate in permanent records those learning objectives which have been employed by the learner.

1 2 3 4 5 29. I evaluate activities to promote learning.

a. I compare the effectiveness of different activities in stimulating learning.
b. I retain and/or discard learning activities on the basis of their relevance to the learner's cultural and social background.
c. I check to determine that learning activities are related to the learning objectives and learner needs.
d. I review to ensure the correct scope and sequence of learning activities.
e. I review the instructional objectives in terms of practicality, cost, time and resources available.
f. I discuss with the learner the strengths and the weaknesses of each learning activity employed.

1 2 3 4 5 30. I evaluate materials to promote learning.

a. I compare the effectiveness of different learning materials in stimulating learning.
b. I continually review commercially available materials employed in stimulating learning.
c. I continually review teacher-made materials employed in stimulating learning.
d. I check to determine that learning materials employed relate directly to the learning objectives and learner needs.
e. I retain or discard learning materials employed on the basis of the relevance to the learner's cultural and social backgrounds.
f. I discuss with the learner the strengths and weaknesses of the learning materials employed.

1 2 3 4 5 31. I evaluate the effectiveness of the total instructional system.

a. I make revisions in my evaluation strategy in terms of efficiency and practicality.
b. I use peer interaction and learner feedback to assess my total teaching effectiveness.
c. I refine my methods for recording evaluative data as appropriate.
d. I appropriately engage resource persons in the evaluation process.
e. I determine whether or not each teaching learning experience contributes appropriately to the goals of the adult education program.
f. I promptly make whatever appropriate changes are dictated by reason of the evaluation process.

H. TO UNDERTAKE ACTIVITIES FOR CONTINUAL PROFESSIONAL DEVELOPMENT AS AN ADULT EDUCATOR

1 2 3 4 5 32. I develop a sense of professional identity as an adult educator.

a. I describe to associates the unique characteristics of adult educators.
b. I describe to associates the unique characteristics of the adult learner.
c. I indicate to associates the role adult educators might play in any given situation.
d. I identify national, state, and local objectives and legislation for adult education.
e. I share with others important facets of adult education in the United States.
f. I identify past events and future trends in the field of adult education.

1 2 3 4 5 33. I continually refine my own philosophy of education.

a. I read materials concerning the role or purpose of education.
b. I note the results I attain when I use my philosophical approach with any given problem.
c. I examine my actions to see that they are consistent with my purpose as an adult educator.
d. I clearly state my beliefs on education.
e. I clearly identify current needs or challenges facing the field of adult education.
f. I readily identify those philosophic positions which are similar to and/or different from my own.

1 2 3 4 5 34. I interact in a professional manner.

a. I engage openly in discussions of philosophic positions with colleagues.
b. I keep confidences of colleagues and respect their rights.
c. I invite colleagues to assist me in improving my teaching effectiveness.
d. I share with colleagues the effective methods and reading materials I have read about or developed.
e. I indicate interest in colleagues' personal and professional concerns.
f. I encourage interaction between learners and my professional colleagues.

1 2 3 4 5 35. I develop goals for my own professional growth.

a. I develop both short and long term goals for my professional development.
b. I identify major teaching areas I want to improve.
c. I participate in self-directed learning activities.
d. I cooperate in or initiate studies for testing effectiveness of current methods and materials.
e. I participate in major state and/or national professional organizations in adult education.
f. I participate in local and/or regional adult education staff development activities.

1 2 3 4 5 36. I make use of available resources to move toward attainment of my goals.

a. I use services and resource materials offered by local and/or regional adult education centers.
b. I keep up with research findings as reported in adult education literature.
c. I read about current innovations as reported in adult education literature.
d. I read publications of local, state, and national professional organizations.
e. I know and interact with adult educators in the state who have those special competencies which I wish to acquire.
f. I request for review from state clearinghouses those curriculum and professional development resource materials which can assist me in my teaching role.

I. TO PERFORM APPROPRIATE NON-INSTRUCTIONAL TASKS

1 2 3 4 5 37. I maintain appropriate student records.

a. I make accurate entries on student records.
b. I keep student records up to date.
c. I make necessary reports on time.
d. I make correct judgements on what information is not relevant to record.
e. I provide records to my replacement when I am unable to teach a class.
f. I maintain an updated portfolio for use by each adult learner.

1 2 3 4 5 38. I create a physical environment conducive to learning.

a. I make appropriate adjustments in temperature and lighting when possible.
b. I encourage a variety of seating arrangements to suit the learning activity.
c. I allow adult learners as much freedom as possible in moving around in the learning facility.
d. I remove adverse stimuli from the educational setting.
e. I add appropriate stimuli to the educational setting.
f. I request alternative class location if a conducive environment can not be created otherwise.

1 2 3 4 5 39. I operate appropriate instructional equipment.

a. I set up equipment or displays before class begins.
b. I keep necessary supplies for operating instructional equipment.
c. I operate audio and video equipment effectively with or without student assistance.
d. I report needed repairs of all instructional equipment.
e. I have a listing of the instructional equipment available for use in the programs.
f. I prepare quality materials for use with the instructional equipment.

1 2 3 4 5 40. I participate in activities designed to strengthen the local adult education program.

a. I recruit students, either directly or indirectly.
b. I give accurate information concerning current and planned adult education programs.
c. I make follow-up studies of former adults in the program.
d. I review and recommend for acquisition of appropriate new instructional materials.
e. I cooperate with the co-op local director in implementing policy decisions designed to strengther the instructional program.
f. I participate willingly as a local resource person as requested by the local or co-op director.

J. TO TEACH IN THE LIFE COPING SKILLS PROGRAM

41. I identify the major concepts, characteristics, and procedures appropriate for a Life Coping Skills Program.

    a. I explain the goals and objectives of the Life Coping Skills program area.
    b. I know and teach the subject matter of the Life Coping Skills program area.
    c. I teach according to the individual needs of the adult learner in the program area.
    d. I describe the major life coping skills important in today's society.
    e. I use the available resource materials appropriate to the program area.

42. I teach content needed to function as an adult in today's society.

    a. I teach content and principles needed to be a wise consumer.
    b. I teach content and principles needed in occupational knowledge.
    c. I teach content and principles needed to understand government and law.
    d. I teach content and principles needed in caring for health.
    e. I teach content and principles needed to use community resources.

43. I teach processes needed to function as an adult in today's society.

    a. I show the application of learning to relevant life situations.
    b. I employ and emphasize the problem-solving process.
    c. I employ and reflect upon procedures that promote interpersonal relations.
    d. I encourage the learner to accept increased responsibility for learning and its application.
    e. I evaluate with the learner his/her ability to apply learning to real life situations.

K. TO TEACH IN THE ADULT BASIC EDUCATION PROGRAM

1 2 3 4 5 44. I identify the major concepts, characteristics, and procedures appropriate for an Adult Basic Education Program.

a. I explain the objectives of the program area.
b. I teach according to the needs of the student in the program area.
c. I know and teach the subject matter of the program area.
d. I interpret to the adult learner the goals and objectives of the program area.
e. I use the available resource materials appropriate to the program area.

1 2 3 4 5 45. I teach fundamental elements of reading.

a. I teach lessons in recognition and reproduction of the alphabet.
b. I aid the adult learner in building an initial sight vocabulary.
c. I present lessons on building word recognition through contextual clues, through structural analysis, and through phonics.
d. I present lessons on reading from comprehension: location answers, finding meaning, understanding and following directions, recognizing inferences, drawing conclusions, sequencing ideas, and distinguishing fact from opinion.
e. I present lessons on reading for pleasure.

1 2 3 4 5 46. I teach lessons on spelling and grammar.

a. I present lessons on building spelling skills.
b. I present lessons on correct punctuation, capitalization, abbreviations, and symbols.
c. I present lessons on the agreement and correct use of parts of speech.
d. I present lessons on the structure and parts of a sentence.
e. I present lessons on identifying different types of sentences and in building paragraphs.

1 2 3 4 5 47. I teach oral and written communication skills.

a. I present lessons on effective speaking.
b. I present lessons on writing legibly.
c. I present lessons on building listening skills.
d. I present lessons clarifying the differences between formal and informal English.
e. I build communication skills through group interaction.

1 2 3 4 5 48. I teach mathematic skills.

a. I teach number concepts, symbol recognition, and counting.
b. I present lessons on fundamental processes of arithmetic, decimals, percentages, fractions, basic weights, shapes, and measures.
c. I teach mathematics for application to daily usage.
d. I employ a variety of methods for teaching mathematics.
e. I teach mathematics using word problems.

L. TO TEACH IN THE GENERAL EDUCATIONAL DEVELOPMENT PROGRAM.

1 2 3 4 5 49. I identify the major concepts, characteristics, and procedures appropriate for a General Educational Development Program.

a. I explain the objectives of the program area.
b. I teach according to the needs of the student in the program area.
c. I know and teach the subject matter of the program area.
d. I interpret to the adult learner the goals and objectives of the program area.
e. I use the available resource materials appropriate to the program area.

1 2 3 4 5 50. I teach reading and writing skills beyond the elementary level.

a. I present lessons using a variety of reading materials: practical and general reading materials, prose, poetry, and drama.
b. I present lessons for reading comprehension: finding major concepts and supporting detail, making inferences, understanding logical relationships, recognizing emotional reactions, interpreting descriptive and figurative language, and arriving at conclusions and generalizations.
c. I present lessons on spelling, capitalization, punctuation, and usage.
d. I present lessons on effective writing for a variety of purposes.
e. I present lessons on reading and writing for enjoyment.

1 2 3 4 5 51. I teach social studies, science, and mathematics.

a. I present lessons for understanding, comprehension, and application of fundamental concepts of U.S. history, geography, economics, political science, and behavioral science.
b. I present lessons for understanding, comprehension, and application of fundamental concepts of biology, earth science, chemistry, and physics.
c. I present lessons in arithmetic: properties of numbers, measurement, averages, and interpretation of tables, graphs, and charts.
d. I present lessons in basic geometry.
e. I present lessons in algebra.

1 2 3 4 5 52. I prepare the learner for the GED testing.

a. I explain to the learners the eligibility requirements for testing.
b. I tell the learners the location of testing centers, and times and dates for testing.
c. I explain procedures for administering and scoring the test.
d. I judge accurately each learner's readiness for testing through the use of predictor tests.
e. I teach the learners test-taking skills.

M. TO TEACH IN THE ENGLISH AS A SECOND LANGUAGE PROGRAM.

1 2 3 4 5 53. I identify the major concepts, characteristics, and procedures appropriate for an English As A Second Language Program.

a. I help learners become aware of cultural similarities and differences between their native and the dominant cultures.
b. I explain the goals and objectives of the program area.
c. I employ a variety of techniques and materials for introducing and practicing English as a new language.
d. I describe the major skills involved in learning a new language.
e. I encourage the sharing of elements of the native culture among learners in the program.

1 2 3 4 5 54. I promote oral communication and comprehension.

a. I model proper speech, enunciating clearly.
b. I provide opportunity for much oral practice.
c. I use lessons and activities which relate to daily living to improve listening and speaking skills.
d. I practice language patterns and vowel sounds that present special difficulties to the adult learner.
e. I present lessons on English stress and intonation patterns.

1 2 3 4 5 55. I teach reading and writing skills in the English language.

a. I increase vocabulary with the use of sentence patterns, simple books, and newspapers.
b. I present exercises for interpretation of written material.
c. I teach the basic principles for grammar.
d. I use a variety of educational and real life materials.
e. I teach English patterns for negation, verbs, suffixes, adjectives, and pronouns.

NAME: _____

DATE: _____

TEXAS A&M UNIVERSITY

BRIEF TEACHER SELF-ASSESSMENT

Below are the (10) general performance categories for teacher assessment. You are asked to rank them according to your need on a scale of one to five. (One (1) indicates "lowest" need; five (5) indicates "highest" need.) In number ten (10) check the specific program area applicable to you.

1 2 3 4 5 1. Building an effective interpersonal relationship with the adult learner

1 2 3 4 5 2. Demonstrating an understanding of the adult learner and adult learning.

1 2 3 4 5 3. Integrating community resources into the adult education program.

1 2 3 4 5 4. Ability to assess adult learners systematically, using various techniques and testing.

1 2 3 4 5 5. Ability to plan a variety of appropriate learning activities.

1 2 3 4 5 6. Ability to manage learning activities in presentations designed for individual need of learner.

1 2 3 4 5 7. Ability to evaluate the learning activities and effectiveness of the total instructional system.

1 2 3 4 5 8. Undertaking activities for continual professional development as an adult educator.

1 2 3 4 5 9. Performance of appropriate non-instructional tasks; i.e., maintaining student records, physical environment conducive to learning, use of instructional equipment.

1 2 3 4 5 10. Ability to identify the major concepts, characteristics, and procedures appropriate for your specific program area;

( ) (1) ABE (ADULT BASIC EDUCATION)
( ) (2) GED (GENERAL EDUCATIONAL DEVELOPMENT)
( ) (3) ESL (ENGLISH SECOND LANGUAGE)
( ) (4) CBE (COMPETENCY BASED EDUCATION-GENERAL LIFE SKILLS)
( ) (5) OTHER: (SPECIFY) _____

SELF-ASSESSMENT RATING SHEET

(NAME)

(DATE)

	a	b	c	d	e	f
A. 1. I interpret accurately and respond appropriately to the verbal and non-verbal communications affecting the learning environment.						
2. I build respect, openness, trust, and understanding between teacher and adult learner.						
3. I develop understanding between and among members of a learning group.						
4. I employ strategies that strengthen motivation to succeed.						
E. 18. I develop a system for instructional planning.						
19. I formulate appropriate instructional objectives.						
20. I determine suitable, individual, tutorial, and group activities to promote learning.						
21. I locate and/or create a variety of appropriate materials relevant to the adult learner for any given learning objective.						
22. I plan an evaluation strategy for each learning activity.						

NAME: _____

DATE: _____

INTERVIEW ASSESSMENT
FOR ADULT EDUCATION TEACHERS

(Rate applicant on a scale of one to ten, based on your assessment of their capabilities to meet the requirement.)

1. Ability/willingness to build interpersonal relationships with the adult learner.	1	2	3	4	5	6	7	8	9	10
2. Ability to demonstrate an understanding of the adult learner and adult learning.	1	2	3	4	5	6	7	8	9	10
3. Ability/willingness to integrate community resources into the Adult Education program.	1	2	3	4	5	6	7	8	9	10
4. Ability to assess the adult learner.	1	2	3	4	5	6	7	8	9	10
5. Ability/willingness to plan learning activities.	1	2	3	4	5	6	7	8	9	10
6. Ability/willingness to manage learning activities.	1	2	3	4	5	6	7	8	9	10
7. Ability/willingness to evaluate learning activities.	1	2	3	4	5	6	7	8	9	10
8. Ability/willingness to undertake activities for continual professional development as an Adult Educator.	1	2	3	4	5	6	7	8	9	10
9. Ability/willingness to perfrom appropriate non-instructional tasks.	1	2	3	4	5	6	7	8	9	10
10. Ability to identify major concepts. Characteristics and procedures appropriate for a specific program area: (Score only the one applicable)										
A. Adult Basic Education	1	2	3	4	5	6	7	8	9	10
B. General Educational Development	1	2	3	4	5	6	7	8	9	10
C. English as a Second Language	1	2	3	4	5	6	7	8	9	10
D. CBE-General Life Coping Skills	1	2	3	4	5	6	7	8	9	10
E. Speciality Areas:_____	1	2	3	4	5	6	7	8	9	10
11. Willingness to accept duties assigned.	1	2	3	4	5	6	7	8	9	10
12. Attitude toward required working hours, site, conditions.	1	2	3	4	5	6	7	8	9	10
13. Ability to communicate effectively.	1	2	3	4	5	6	7	8	9	10
14. General appearance and personal qualities.	1	2	3	4	5	6	7	8	9	10
15. Experience level in Adult Education.	1	2	3	4	5	6	7	8	9	10
16. Meets certification required.	1	2	3	4	5	6	7	8	9	10
17. Degree Level attained.	1	2	3	4	5	6	7	8	9	10

TOTAL SCORE _____

SUMMARY ANALYSIS OF TEACHER SELF-ASSESSMENT

TOTAL RESPONDENTS: _____ SITE: _____

TEACHING AREA: SURVEY DATE: _____

ABE _____ GED _____ ESL _____ CBAE _____ CETA _____ Citizenship _____ OTHER _____

SITE: _____

SURVEY DATE: _____

	ABE	GED	ESL	CBE	CETA
A. To Build Effective Interpersonal Relationships with the Adult Learner					
1. I interpret accurately and respond appropriately to the verbal and non-verbal communications affecting the learning environment.					
2. I build respect, openness, trust, and understanding between teacher and adult learner.					
3. I develop understanding between and among members of a learning group.					
4. I employ strategies that strengthen motivation to succeed.					
B. To Demonstrate an Understanding of the Adult Learner and Adult Learning.					
5. I employ strategies that adjust to the social needs and responsibilities of the adult learner.					
6. I employ strategies that accommodate any physical needs of the adult learner.					
7. I employ strategies that accommodate psychological needs of the adult learner.					
8. I employ the major elements involved in the change process.					
9. I apply principles of learning theories appropriately.					
C. To Integrate Community Resources Into the Adult Education Program					
10. I foster a positive public awareness of the role of adult education within the community.					
11. I utilize community resources for the planning, implementation, and evaluation of learning activities.					
12. I refer adult learners effectively to other community resources.					

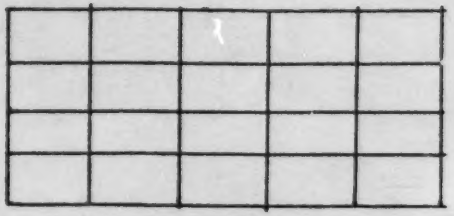
	ABE	GED	ESL	CBAE	CETA
D. To Assess the Adult Learners					
13. I design a system for continuous assessment of the adult learner.					
14. I assess through systematic observation, using acceptable procedures.					
15. I assess through interview, using acceptable procedures.					
16. I assess through informal techniques, using acceptable procedures.					
17. I assess through the use of formal testing, using acceptable procedures.					
E. To Plan Learning Activities					
18. I develop a system for instructional planning.					
19. I formulate appropriate instructional objectives.					
20. I determine suitable individual, tutorial, and group activities to promote learning.					
21. I locate and/or create a variety of appropriate materials relevant to the adult learner for any given learning objectives.					
22. I plan an evaluation strategy for each learning activity.					
F. To Manage Learning Activities					
23. I orient students to learning activities and the adult education program.					
24. I encourage the sharing of life experiences of the adult learner which relate to the learning activity.					
25. I use a variety of teaching methods to present material according to individual learners' needs.					
26. I involve others in the presentation of lessons.					
27. I use approaches that involve learners in the application and appreciation of content.					

	ABE	GED	ESL	CBAE	CETA
G. Evaluate Learning Activities					
28. I evaluate the instructional objectives.					
29. I evaluate activities to promote learning.					
30. I evaluate materials to promote learning.					
31. I evaluate the effectiveness of the total instructional system.					
H. To Undertake Activities for Continual Professional Development As An Adult Educator					
32. I develop a sense of professional identity as an adult educator.					
33. I continually refine my own philosophy of education.					
34. I interact in a professional manner.					
35. I develop goals for my own prefessional growth.					
36. I make use of available resources to move toward attainment of my goals.					
I. To Perform Appropriate Non-Instructional Tasks					
37. I maintain appropriate student records.					
38. I create a physical environment conducive to learning.					
39. I operate appropriate instructional equipment.					
40. I participate in activities designed to strengthen the local adult education program.					
J. To Teach in the Life Coping Skills Program					
41. I identify the major concepts, characteristics, and procedures appropriate for a Life Coping Skills Program.					
42. I teach content needed to function as an adult in today's society.					
43. I teach processes needed to function as an adult in today's society.					

ABF GED ESL CBAE CETA

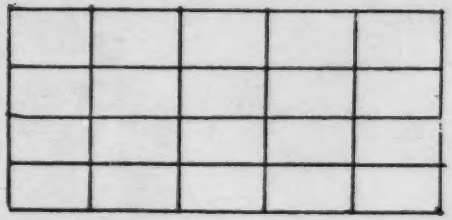
K. To Teach in the Adult Basic Education Program

44. I identify the major concepts, characteristics, and procedures appropriate for an Adult Basic Education Program.
45. I teach fundamental elements of reading.
46. I teach lessons on spelling and grammar.
47. I teach oral and written communication skills.
48. I teach mathematic skills.



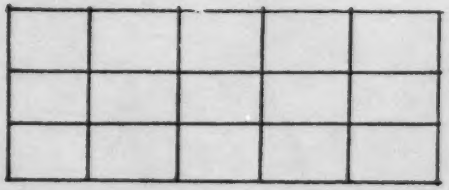
L. To Teach in the General Educational Development Program

49. I identify the major concepts, characteristics, and procedures appropriate for a General Educational Development Program.
50. I teach reading and writing skills beyond the elementary level.
51. I teach social studies, science, and mathematics.
52. I prepare the learner for the GED testing.



M. To Teach in the English as a Second Language Program

53. I identify the major concepts, characteristics, and procedures appropriate for a English as a Second Language Program.
54. I promote oral communication and comprehension.
55. I teach reading and writing skills in the English language.



SUMMARY ANALYSIS OF TEACHER SELF-ASSESSMENT

TOTAL RESPONDENTS: _____ SITE: _____

TEACHING AREA: SURVEY DATE: _____

ABE _____ GED _____ ESL _____ CBAE _____ CETA _____ Citizenship _____ OTHER _____

SITE: _____

SURVEY DATE: _____

	ABE	GED	ESL	CBAE	CETA
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6. I employ strategies that accommodate any physical needs of the adult learner.					
7. I employ strategies that accommodate psychological needs of the adult learner.					
8. I employ the major elements involved in the change process.					
9. I apply principles of learning theories appropriately.					
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22. I plan an evaluation strategy for each learning activity.					
F. To Manage Learning Activities					
23. I orient students to learning activities and the adult education program.					
24. I encourage the sharing of life experiences of the adult learner which relate to the learning activity.					
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26. I involve others in the presentation of lessons.					
27. I use approaches that involve learners in the application and appreciation of content.					

	ABE	GED	ESL	CBAE	CETA
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28. I evaluate the instructional objectives.					
29. I evaluate activities to promote learning.					
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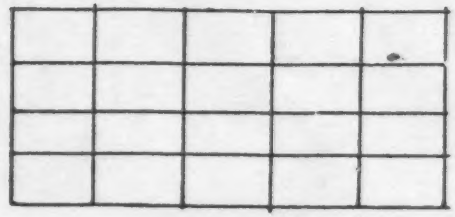

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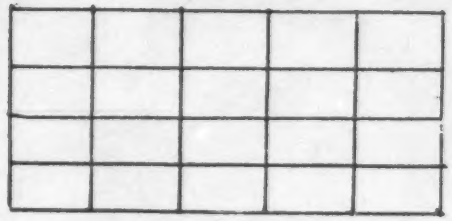
52. I prepare the learner for the GED testing.



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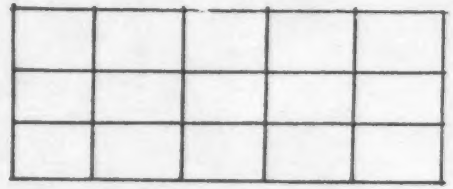

RESOURCES:

FOR

PROFESSIONAL DEVELOPMENT

OF

ADULT EDUCATORS

PREPARED FOR:

Division of Adult Programs
Texas Education Agency

PREPARED BY:

Ross Rucker, Associate Director
Sue White, Associate Director
Robert A. Fellenz, Project Director
Interdisciplinary Education
College of Education
Texas A&M University
College Station, Texas 77843

This project was performed pursuant to a grant by the Division of Adult Programs, Texas Education Agency. The contract number was 00320101 and the project was completed June 30, 1980. The opinions expressed herein do not necessarily reflect the positions or policies of the Texas Education Agency and no official endorsement by the Texas Education Agency should be inferred.

FOREWORD

This is a reference guide for adult educators in Texas, which provides linkage between comprehensive and varied professional resources and the list of competencies identified as being needed by workers with adult students. Representing many man hours of searching, seeking, examining, citing, and annotating, the work is now offered for your use. It is designed as a continuing resource for directors, supervisors, and teachers responsible for educating adults throughout the state.

All print, module, and audio/visual listings are available, on three week loan basis, to all ABE Co-ops upon request. The people and site listings have given indication of their availability for consultation, presentation, or visitation, either by direct contact or through the ABE Co-op involved.

The task of compiling the resource listing was performed by Ross Rucker and Sue White, doctoral students in Adult Education at Texas A&M University, while serving as Associate Directors, Support for Staff Development in Adult Education, a special project funded by the Adult Division of the Texas Education Agency. The work of the two associates was under the guidance and supervision of Dr. Robert A. Fellenz, Project Director.

COMPETENCY/RESOURCE LISTINGS

A. TO BUILD EFFECTIVE INTERPERSONAL RELATIONSHIPS WITH THE ADULT LEARNER

COMPETENCY: 1. I interpret accurately and respond appropriately to the verbal and non-verbal communications affecting the learning environment.

RESOURCES:

1. Printed Materials

   a. Morris, Kenneth T. & Cinnamon, Kenneth M. A Handbook of Verbal Group Exercises. Kansas City, Missouri: Applied Skills Press, 1975.

      Verbal exercises are presented for human relations training. Designed to help group members cope with varied feelings, thoughts, and reactions. 347 pp. Teacher--all levels.

   b. Morris, Kenneth T. & Cinnamon, Kenneth M. A Handbook of Non-Verbal Group Exercises. Kansas City, Missouri: Applied Skills Press, 1975.

      Handbook for group facilitators containing 160 exercises and 85 exercise variations to emphasize non-verbal communications, expertly indexed for quick reference. 299 pp. All adult educators.

   c. Pfeiffer, J. William & Jones, John E. A Handbook of Structured Experiences for Human Relations Training. La Jolla, California: University Associates, 1971.

      "Blivet: A Communication Experience". "Defensive and Supportive Communication: A Dyadic Role Play". Both chapters give group activities for facilitating one- and two-way communication. A facilitator directs the exercises for given groups of dyads or triads. Teacher---all levels.

2. Modules/Kits

   a. Learning Modules for Adult Educators: "Active Listening". College Station, Texas: Adult and Extension Education, Texas A&M University, 1978.

      Helps teachers establish rapport with adult students through active listening by responding to feelings as well as the content of messages which students send. Variety of listening styles and responses to content and feeling.

   b. Learning Modules for Adult Educators: "Nonverbal Communication". College Station, Texas: Adult and Extension Education, Texas A&M University, 1978.

      Designed for improving the teaching/learning exchange by increasing effectiveness in non-verbal communication. Organized around four objectives relating to nonverbal communication, such as factors, behaviors, personal elements, and situational elements.

c. Learning Modules for Adult Educators: "Relating to the Adult Student: Communication Skills". College Station, Texas: Adult and Extension Education, Texas A&M University, 1978.

Provides an aid in developing communication skills which stimulate comfortable relationships with adult students. Includes methods of getting acquainted, building trust, responding to an incorrect answer, and other skills of effective communication.

3. Audio/Visuals

a. Maryland Tapes. The Maryland State Department of Education's Division of Instructional Television. Owings Mills, Maryland, 1975.

Lesson 6: Offers tools for effective communication in groups of adults and ways to increase self-worth in learners.

b. Communication I. University of Massachusetts.

One-hour module provides an introduction to the basic language and concepts of Transactional Analysis. Based on the presumption that Transactional Analysis will provide the adult educator with a basic approach to understanding human communication. Consists of an audiotape and guidebook.

c. Communication II. University of Massachusetts.

Sequel to Communication I (see above). Demonstrates the use of Transactional Analysis as a tool in analyzing and improving interpersonal communication, especially as it occurs in adult education settings. Takes approximately one hour. Produced by the University of Massachusetts. Contains audiotape and guidebook.

d. Is It Always Right To Be Right? Washington, D.C.: Development Publications, 1977.

Film points out ways in which to turn sometimes unpleasant disagreements into constructive human interaction.

A. TO BUILD EFFECTIVE INTERPERSONAL RELATIONSHIPS WITH THE ADULT LEARNER

COMPETENCY: 2. I build respect, openness, trust, and understanding between teacher and adult learner.

RESOURCES:

1. Printed Materials

   a. Egan, Gerald. You & Me. Monterey, California: Brooks/Cole Publishing Company, 1977.

      Introduces the process of learning, practicing, and using interpersonal communication skills. Book can be used by an individual or with a group of people under the direction of an instructor. 346 pp. Teacher--all levels.

   b. Pfeiffer, J. William, Heslin, Richard, & Jones, John E. Instrumentation in Human Relations Training. La Jolla, California: University Associates, Inc., 1973.

      A guide to 92 instruments with wide application to the behavioral sciences. General overview of instrumentation and annotations. Divides by sections instruments with a personal focus, an interpersonal focus, and an organizational focus. 324 pp. Teacher--experienced level.

   c. Kidd, J.R. How Adults Learn. New York: Association Press, 1973.

      Chapter 8: Lists some fields of practice, groups and group development, and communications practice and research. Learning from mass media, readability, and the effects of communication are topic headings.

2. Modules/Kits

   a. Learning Modules for Adult Educators: "Developing Helping Skills". College Station, Texas: Adult and Extension Education, Texas A&M University, 1978.

      Considers the teacher as a member of a helping profession. Gives specific techniques related to developing a helping climate and rapport and the steps in problem-solving.

3. Audio/Visuals

   a. Maryland Tapes. The Maryland State Department of Education's Division of Instructional Television. Owings Mills, Maryland, 1975.

      Lesson 4: Focuses on the learning process, the learning situation, and some important principles of the teaching/learning transaction.

      Lesson 6: Offers tools for effective communication in groups of adults, and ways to increase self-worth in learners.

      Lesson 8: Demonstrates the ABE teacher's use of various techniques for creating a desirable climate for learning.

      Lesson 25: Describes types of role changes experienced by adults and helping skills of the ABE instructor.

b. University of Texas at Austin. Gerold F. Belton. Austin, Texas: Special Project in Guidance and Counseling for Adult Basic Education, Extension Teaching and Field Service Bureau, University of Texas at Austin, 1975.

This film was designed as a tool for training teachers and counselors working in ABE programs. Tells the tale of a young man working on GED and of the counselor, teachers, and others who influence learning. Some versions have been divided into six segments to stimulate discussion during the progress of the showing. This 16 mm film was produced under the auspices of the Special Project in Guidance and Counseling for ABE. Extension Teaching and Field Service Bureau, University of Texas at Austin.

A. TO BUILD EFFECTIVE INTERPERSONAL RELATIONSHIPS WITH THE ADULT LEARNER

COMPETENCY: 3. I develop understanding between and among members of a learning group.

RESOURCES:

1. Printed Materials

a. Barron, William E. & Stedman, Ken C. Counseling and Guidance. In Chester Klevens (Ed.) Materials and Methods in Continuing Education. Los Angeles, California: Klevens Publications, Inc., 1976.

The role of teachers and some paraprofessionals in complementing efforts of professional counselors in creating a supportive environment in which the student can feel free to learn. Techniques and skills for counseling have been suggested. 373 pp. Teacher—especially experienced level.

b. Maier, Norman R.F., Solem, Allen R., & Maier, Ayesha A. The Role-Play Technique. La Jolla, California: University Associates, Inc., 1975.

Handbook for management and leadership practice. Gives practice in relating to others through role-playing situations of conflict, power differences, and responsibility. 290 pp. Teacher--experienced level.

c. Napier, Rodney W. & Gershenfeld, Matti K. Groups: Theory and Experience. Boston: Houghton-Mifflin Company, 1973.

Exercises directly related to theory and research which are designed for facilitating group processes. Step-by-step guide is provided for those who need it. 148 pp. Teacher—all levels.

d. Pfeiffer, J. William & Jones, John E. A Handbook of Structured Experiences for Human Relations Training. La Jolla, California: University Associates, 1971.

Volumes I - VI provide numerous exercises for human relations training, structured experiences that include instruments. Variations and adaptations of experiences contribute to growth of individuals in groups. Teacher--all levels.

2. Modules/Kits

a. Learning Modules for Adult Educators: "Relating to the Adult Student: Communication Skills". College Station, Texas: Adult and Extension Education, Texas A&M University, 1978.

Provides an aid in developing communication skills which stimulate comfortable relationships with adult students. Includes methods of getting acquainted, building trust, responding to an incorrect answer, and other skills of effective communication.

b. Learning Modules for Adult Educators: "Active Listening". College Station, Texas: Adult and Extension Education, Texas A&M University, 1978.

Helps teachers establish rapport with adult students through active listening by responding to feelings as well as the content of messages which students send. Variety of listening styles and responses to content and feeling.

3. Audio/Visuals

a. Maryland Tapes. The Maryland State Department of Education's Division of Instructional Television. Owings Mills, Maryland, 1975.

Lesson 8: Demonstrates the ABE teacher's use of various techniques for creating a desirable climate for learning.

A. TO BUILD EFFECTIVE INTERPERSONAL RELATIONSHIPS WITH THE ADULT LEARNER

COMPETENCY: 4. I employ strategies that strengthen motivation to succeed.

RESOURCES:

1. Printed Material

a. Boshier, Roger & Peters, John M. Adult Needs, Interests & Motives. In Chester Klevens (Ed.) Materials and Methods in Continuing Education. Los Angeles, California: Klevens Publications, Inc., 1976.

Reviews adults' interests, needs, and motives as they relate to the "curriculum" and/or program. Social variables and motivation as they relate to participation in adult education. Teacher--experienced level.

b. Carkhuff, Robert R. The Art of Helping. Amherst, Massachusetts: Human Resource Development Press, 1972.

Presents a developmental model for helping another to grow as he travels the lifelong journey of learning. Includes attending, responding, personalizing and initiating learning exercises, with counseling applications. 196 pp. Teacher--all levels.

c. Donaldson, Les & Scannell, Edward W. Human Resource Development. Reading, Massachusetts: Addison-Wesley Publishing Company, 1979.

This is a self-development guide for trainers of human resource developers. Discusses the design of a training program, role of communications, adult learning characteristics, motivation, methods of instruction, and use of visual aids. 155 pp. Level--new and senior trainers/teachers.

d. Kidd, J.R. How Adults Learn. New York: Association Press, 1973.

Chapter 5: Considers the interrelationships between feeling and other aspects of learning, and the effect of maturing and aging within this domain. Motivational theories and research are discussed, and time, money, interests, and views of others as they relate to motivation. Teacher--especially experienced.

e. Kirchner, Corinne. Motivation to Learn. In Frank W. Lanning & Wesley A. Many, (Eds.) Basic Education for the Disadvantaged Adult. Boston, Massachusetts: Houghton Mifflin Company, 1966.

Presents some indicators of adult motivation for education. Considers the "goal-directed" behavior of adult students in relation to the goals of educational agencies. Poses theorietical questions for research studies. Teacher--experienced level.

f. Tough, Allen. The Adult's Learning Projects. Austin, Texas: Learning Concepts, 1979.

Chapter 5: Why People Learn. Focus is on what adult learners anticipate in desired outcomes or benefits when beginning learning experience and how these are interrelated.

2. Audio/Visuals

a. Cipher In the Snow. East Lansing, Michigan: Cinema Associate Productions, 1976.

Produced by Brigham Young University, this 16 mm movie is approximately 25 minutes in length. It is the story of a young boy who is a "cipher" --a nothing. Can be used to stimulate teachers and others to reflect upon the need to work with people rather than subjects.

b. Motivating Adult Learners. University of Massachusetts.

Instructional kit makes use of a psychological concept known as Approach/Avoidance Theory to explain the motivational behavior of many adults in educational situations. Contains filmstrip, tape, and guidebook.

B. TO DEMONSTRATE AN UNDERSTANDING OF THE ADULT LEARNER AND ADULT LEARNING

COMPETENCY: 5. I employ strategies that adjust to the social needs and responsibilities of the adult learner.

RESOURCES:

1. Printed Materials

a. Knowles, Malcolm S. The Modern Practice of Adult Education. New York: Association Press, 1970.

Chapter 3: Defines and defends andragogy as the art and science of helping adults learn. Regards characteristics of adults and teachnological implications of the adult's experience and responsibilities.

b. Knox, Alan B. Adult Development and Learning. San Francisco: Jossey-Bass Publishers, 1977.

Chapter 1: Development During Adulthood. Discusses the need for practitioners of adult education to gain a comprehensive and developmental perspective of adulthood to help adult clients acquire such a perspective for themselves. Practitioners can assist adults to realize their potential more fully through personal growth and remain more stable during disruptive change.

Chapter 3: Family Role Performance. Focuses on development trends in physiology, health, personality, and learning as they relate to specific aspects of role performance. Teacher--all levels.

c. Lamb, Tony & Duffy, Dave. The Retirement Threat. New York: J.P. Tarcher, Inc., 1977.

A glimpse into the future shows no class boundaries in regard to retirement poverty. Planning for retirement includes planning to have health, money, work, political power, and programs. 177 pp. Teacher—all concerned with aging.

d. Long, Huey B., & Ulmer, Curtis. The Psychology of Aging: How It Affects Learning. Englewood Cliffs, New Jersey: Prentice-Hall Adult Education Series, 1972.

Gives a review of the literature concerning the psychology of aging. Recognizes value shifts, changes in social roles, and physical changes of psychological significance. Includes implications of aging for adult education. 64 pp. Teacher—all levels.

e. Stauffer, James D. The Community, The County Prison, and You.... Lancaster, Pennsylvania: A 309 Adult Education Special Project, 1976.

Presents some guidelines for successful correctional services. Classifies prisoners into distinct populations, presents special problems and challenges found in correctional facilities. 32 pp. Teacher--all levels.

f. Ulmer, Curtis. Teaching the Culturally Disadvantaged Adult. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972.

Author urges listening by teachers in order to learn cultural, ethnic and regional differences as well as life problems. Points out distinguishing elements in social roles of sub-cultures and teaching considerations. 96 pp. Teacher--especially beginning level.

g. Ulmer, Curtis. Teaching the Disadvantaged Adult. Washington, D.C.: National Association for Public Continuing Adult Education, 1969.

Describes characteristics of the adult student, his expectations and orientation to school. Gives methods for success in the ABE classroom, use of teacher aides, testing community resources, and evaluating of efforts of the students and teachers. 97 pp. Teacher--any level.

h. Weinstock, Ruth. The Graying of the Campus. New York: Educational Facilities Laboratories, 1978.

Attitudinal, programmatic, curricular, financial, and managerial considerations of older citizens and the academic community. Accommodating older learners in colleges and universities is a way to encourage their enrollment and to precipitate the graying of the campus. 168 pp. Teacher--especially older adult classes.

2. Modules/Kits

a. Learning Modules for Adult Educators: "The Teacher and the Adult Learner". College Station, Texas. Adult and Extension Education, Texas A&M University, 1976.

Helps to identify characteristics of adult learner, physical factors and social/psychological factors that affect adult learning. Also develops a list of attributes that the adult education teacher should possess and a plan for making desired improvements.

3. Audio/Visuals

a. Maryland Tapes. The Maryland State Department of Education's Division of Instructional Television. Owings Mills, Maryland, 1975.

Lesson 2: Reviews characteristics of the adult learner and their impact on the learning situation. Suggests techniques for coping with these characteristics.

b. Differences. Ann Arbor, Michigan: Department of Education, University of Michigan, 1971.

Purpose of the film - to illustrate that America is made up of individuals from many different cultural backgrounds. It takes a softsell approach in trying to convince viewers that minority cultures have a rightful place in our society. An Indian, two blacks, a Mexican-American and a long-haired bearded white talk about their experiences. This is a 16 mm, 25-minute-long color film, produced by the Michigan Department of Education.

c. Differences: A Teacher-Training Sequel. Ann Arbor, Michigan: Department of Education, University of Michigan, 1971.

Film is a sequel to Differences. Especially designed for teachers in in-service workshops. It is slanted toward adult education in urban areas but should be useful to any teacher working in minority groups. Produced by the Adult Basic Education Division of the Department of Education. About 20 minutes.

4. People

a. Mr. Bob Allen, Director, Division of Adult and Community Education Programs, 201 East 11th Street, Austin, Texas 78701. 512-475-3891.

b. (1) Mr. William D. Reddell, Director, Adult Education Resource Center, Lubbock Independent School District, 2013 13th Street, Lubbock, Texas 79401. 806-765-9338. (President, Texas Association for Continuing Adult Education.)

(2) Mr. Noe Calvillo, Director, Adult Education, McAllen Independent School District, 2500 Quince Street, McAllen, Texas 78501. 512-687-7871. (In-coming President, TACAE, 12-1-80.)

(3) Ms. Clarice Claiborne, Director, Adult Education, Odessa College, P.O. Box 3752, Odessa, Texas 79760. 915-337-5381, ext. 300. (In-coming President-Elect, TACAE, 12-1-80.)

(4) Other in-coming TACAE officers and directors: Emory Debose, Jr., Vice-President, Waco; Maija Wimer, Secretary, Wichita Falls; Ross Rucker, Treasurer, College Station; Linda DuPree, Director, Houston; David Fox, Director, Killeen; Lloyd Longnion, Director, New Braunfels.

c. Dr. Robert A. Fellenz, Interdisciplinary Education, Adult and Extension Division, Texas A&M University, Room 721 Harrington Educational Center, College Station, Texas 77843. 713-845-6816. (Additional Adult Education faculty: Dr. Don F. Seaman, Coordinator, IDED; Dr. Paulette Beatty; Dr. Al B. Campbell; Dr. Barbara N. Stone.)

d. Dr. Carol E. Kasworm, Department of Curriculum and Instruction, the University of Texas at Austin, Austin, Texas 78712. 512-471-4285.

e. Dr. Ron Newsom, Adult/Continuing Education, College of Education, North Texas State University, Denton, Texas 76203. 817-788-2043.

f. Dr. Mark Walsh, Director, the South Texas Adult Education Center, Texas A&I University, Kingsville, Texas 78363. 512-595-3203.

5. Sites

a. Interdisciplinary Education, Adult and Extension Division, Texas A&M University, College Station, Texas 77843. 713-845-6816.

b. Department of Curriculum and Instruction, the University of Texas at Austin, Austin, Texas 78712. 512-471-4285.

c. Adult and Continuing Education, College of Education, North Texas State University, Denton, Texas 76203. 817-788-2043.

d. The South Texas Adult Education Center, Texas A&I University, Kingsville, Texas 78363. 512-595-3203.

B. TO DEMONSTRATE AN UNDERSTANDING OF THE ADULT LEARNER AND ADULT LEARNING

COMPETENCY: 6. I employ strategies that accomodate any physical needs of the adult learner.

RESOURCES:

1. Printed Materials

   a. Marpet, Louis & Prentky, Joseph (Eds.). The Special Educator's Handbook, (Vols. 1 and 2). Richmond Hill, New York: Journa; for Special Educators of the Mentally Retarded.

      Two small handbooks giving tips for testing for placement, programming, grouping, preparing materials, physical and recreational activities for teaching individuals who are mentally retarded. Teacher—beginning level.

   b. Ethridge, Richard A. The Adult As Learner--Physiological, Psychological, and Sociological Characteristics. In P.D. Langerman (Ed.) You Can Be A Successful Teacher of Adults. Washington, D.C.: National Association for Public Continuing Adult Education, 1974.

      Explains the physiological characteristics of maturing individuals and how those physical changes will affect the kinds of teaching/learning experiences adult encounter in adult education programs. Teacher--all levels.

   c. Sheppard, N. Alan, & Thorpe, Linda S. Working with the Handicapped. In Chester Klevins (Ed.) Materials and Methods in Continuing Education. Los Angeles: Klevens Publications, Inc., 1976.

      Delineates the term "handicapped person", defining and categorizing handicaps. Reveals common myths and outlines strategies in teaching. Concludes with implications for curriculum design. Teacher--all levels.

   d. Knox, Alan B. Adult Development and Learning. San Francisco: Jossey-Bass Publishers, 1977.

      Chapter 5, Physical Condition. Reflects how both the physical condition and health of the individual, along with the demands and constraints of society, affect the performance of adults. Teacher--all levels.

2. Modules/Kits

   a. Learning Modules for Adult Educators: "The Teacher and the Adult Learner". College Station, TExas: Adult and Extension Education, Texas A&M University, 1976.

      Multi-media package enables the new teacher to identify characteristics of the adult learner, to list attributes that teachers of adults should possess, and to assess self in relation to the list of attributes.

3. Audio/Visuals

a. Johnny Lingo. Department of Motion Picture Production, Brigham Young University, Salt Lake City, Utah.

Film presents a kind of myth or allegory in which Johnny Lingo, the sharpest trader in all the islands, amazes everyone in the village by offering many cows for his prospective wife. The purpose of this 25-minute, 16mm color film is to provide a background for discussion of the building of self-worth. Is appropriate in any situation where people are working together.

b. Maryland Tapes. The Maryland State Department of Education's Division of Instructional Television. Owings Mills, Maryland, 1975.

Lesson 3: Recognizes the physiological changes of adults and adaptations of the instructive process which must be made because of these changes.

c. A Sensory Deprivation Simulation. Produced by the Gerontology Program, University of Nebraska at Omaha.

This set of 40 slides is an attempt to convey to the observer what might be experienced by the adult as his/her sight and other senses deteriorate.

B. TO DEMONSTRATE AN UNDERSTANDING OF THE ADULT LEARNER AND ADULT LEARNING

COMPETENCY: 7. I employ strategies that accommodate psychological needs of the adult learner.

RESOURCES:

1. Printed Materials

a. Canfield, Jack & Wells, Harold C. 100 Ways to Enhance Self-Concept in the Classroom. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1976.

A practical book of over one hundred techniques which are designed to enhance one's sense of identity and self-esteem. Classroom tested at all grade levels from kindergarten through college. 243 pp. Teacher---all levels.

b. Harris, Thomas A. I'm OK - You're OK. New York: Avon Books, 1967.

Defines the method and vocabulary of Transactional Analysis. Based on the premise that individuals can change; therefore, the course of the world can change. 317 pp. Teacher---experienced level.

c. Long, Huey B. & Ulmer, Curtis. The Psychology of Aging: How It Affects Learning. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972.

Gives a review of the literature on perceptual abilities, values and interests, social roles, age trends, changing family life, and implications of aging for adult education. 64 pp. Teacher---all levels, especially beginning.

d. Kidd, J.R. How Adults Learn. New York: Association Press, 1973.

Chapter 2. Tells in what ways adult learner is different from the child. Explores hypotheses about adult learning, changes in adult roles, growing old and the acceptance of death.

e. Kaple, Donald J., Kaple, Marion Keeler & Ulmer, Curtis. Special Counseling for the Disadvantaged Adult. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971.

Written for the counselor and for the teacher or administrator who may act as counselor. Lists some characteristics of the disadvantaged adult and ways of establishing a relationship through which counseling can be accomplished. 64 pp. Teacher---all levels.

2. Modules/Kits

a. Learning Modules for Adult Educators: "Preparing for that First Class Meeting". College Station, Texas: Adult and Extension Education, Texas A&M University, 1976.

Enables the new teacher of adults to categorize important concerns about that first class meeting and to identify satisfactory solutions to each concern. Outlines a plan for making the first class meeting successful for the teacher and the students.

b. Learning Modules for Adult Educators: "The Teacher and the Adult Learner". College Station, Texas: Adult and Extension Education, Texas A&M University, 1976.

Helps the new teacher of adults to identify characteristics of adult learners in terms of social, psychological and physical factors. Attributes of the teacher and plan for making desired improvements.

3. Audio/Visuals

a. University of Texas at Austin. Belton, Gerold F. Austin, Texas: Special Project in Guidance and Counseling for Adult Basic Education, Extension Teaching and Field Service Bureau, University of Texas at Austin, 1975.

This film was designed as a tool for training teachers and counselors working in ABE programs. Tells the tale of a young man working on GED and of the counselor, teachers, and others who influence learning. Some versions have been divided into six segments to stimulate discussion during the progress of the showing. 16 mm film produced under auspices of the Special Project in Guidance and Counseling for ABE. Extension Teaching and Field Service Bureau, University of Texas at Austin.

b. The Good, The Bad, and The Eager.

Familiar to most adult educators, this film is designed to provide the new teacher an overview of attitudes that are important to acquire prior to assuming the role as a teacher of adults. Teacher---especially beginning level.

c. Maryland Tapes. The Maryland State Department of Education's Division of Instructional Television. Owings Mills, Maryland, 1975.

Lesson 2. Reviews characteristics of the adult learner and their impact on the learning situation. Suggests techniques for coping with these characteristics.

B. TO DEMONSTRATE AN UNDERSTANDING OF THE ADULT LEARNER AND ADULT LEARNING

COMPETENCY: 8. I employ the major elements involved in the change process.

RESOURCES:

1. Printed Materials

a. Bosher, Walton C. & Albrecht, Karl G. Understanding People. La Jolla, California: University Associates, Inc., 1977.

Written for people who want to learn about helping other people. Purpose may be individual growth, improved human relations, increased organization effectiveness, or all of these. 275 pp. Teacher--all levels.

b. Anderson, Linda, Hjelm, Andrea, McGlones, Mary Ellen, Voyles, Bonnie & Wilson, Linda. The Person You Are. Providence, Rhode Island: P.A.R., Inc., 1976.

Chapter 17. Includes suggestions for improving your skills of communication - an essential dimension of your interpersonal career skills. Teacher--all levels.

c. Knowles, Malcolm. The Modern Practice of Adult Education. New York: Association Press, 1970.

Chapter 2. Looks at the mission of adult educators as one which helps adults to satisfy needs and achieve goals. Gives dimensions for the continuous maturing of every participant.

d. "Elderhostel: Using Empty Classrooms to Serve 13,000 Older Americans". Battle Creek, Michigan: The W.K. Kellogg Foundation, 1979.

Past summer Elderhostel programs were offered in 38 states. Designed for older adults to continue education, is totally positive in approach and content. Teacher--all levels.

e. Weinstock, Ruth. The Graying of the Campus. New York: Educational Facilities Laboratores, 1978.

Speaks to accommodating the older learner in helping him reach personal academic goals. 168 pp. Teacher--all levels.

f. Burrichter, Arthur W. & Ulmer, Curtis. Special Techniques That Work in Teaching the Culturally Deprived. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972.

Begins with prevalent attitudes, misconceptions, and providing practical alternatives for the culturally deprived. Recalls different cultural expectations and looks for ways to help the individual to understand himself.

g. Knox, Alan B. Adult Development and Learning. New York: Association Press, 1970.

Chapter 9. Adjusting to change events, emphasizes how relative stability of adult life is periodically punctuated by change events and how these can significantly alter the individual's relationship with others as well as his role in society. Teachers---all levels.

h. Havelack, Ronald G. and Havelack, Mary C. Training for Change Agents: A Guide to the Design of Training Programs in Education and other Fields. Ann Arbor, Michigan: Institute for Social Research, The University of Michigan, 1973.

Divided into two parts, topics covered in part one include contemporary knowledge of change process, goals of training, principles of good training design, and a framework for training designs. Part two discusses self-renewal within school system, linking schools to outside resources, effecting political and structural change, changing the larger system, and a sample model for training design. 249 pp. For Adult Educators---all levels

i. Fessler, Donald R. Facilitating Community Change: A Basic Guide. La Jolla, California: University Associates, 1976.

Major assumption of this book is that before changes can be brought about to solve community problems, a much larger and more representative number of citizens will need to be involved in the decision-making process. Day-to-day problems, faced by the change agent, are reviewed and suggestions are offered on principles and practices for dealing with them. Written in layman language. 146 pp. For all Adult Educators.

B. TO DEMONSTRATE AN UNDERSTANDING OF THE ADULT LEARNER AND ADULT LEARNING

COMPETENCY: 9. I apply principles of learning theories appropriately.

RESOURCES:

1. Printed Materials

a. Knowles, Malcolm. The Modern Practice of Adult Education. New York: Association Press, 1970.

Chapter 4. Establishes an organizational climate, setting, and structure for an adult education program.

b. Smith, Edwin H. Literacy Education for Adolescents and Adults. San Francisco, California: Boyd & Fraser Publishing Company, 1970.

Chapter 4 gives specific procedures and practices for diagnosing the adult student's instructional level. Applies tested procedures that individualize the curriculum to suit the abilities, wants, interests, and problems of adult learners.

c. Kidd, J.R. How Adults Learn. New York: Association Press, 1973.

Chapter 7. Discusses theories of learning as to their use, relationship to philosophy, and theories in other disciplines, concepts and concept formation. Asks, "Is a general theory of adult learning possible?"

d. Long, Huey B. & Hiemstra, Roger & Associates (Eds.). Changing Approaches to Studying Adult Education. San Francisco: Jossey-Bass Publishers, 1980.

In the AEA Handbook Series, collection of chapters by leading adult educators traces the theoretical foundations of research in the field of adult education. Relates trends of research efforts in determining ways of teaching the adult learner, ways of attracting learners and keeping them.

e. Tough, Allen. The Adult's Learning Projects. Austin, Texas: Learning Concepts, 1979.

Chapter 3. Discusses the importance and scope of use of learning projects as an acceptable "system" for adult learning and compares it with all other kinds of learning and change. Teacher--all levels.

COMPETENCY: 10. I foster a positive public awareness of the role of adult education within the community.

RESOURCES:

1. Printed Materials

a. Berridge, R.I. The Community Education Handbook. Midland, Michigan: Pendell Publishing Company, 1973.

A model approach, suggesting community individualization, to implementing a broad range of educational activities. Chapter 6 deals specifically with coordinating community resources and provides ideas for a community resource profile which can be modified and adapted for use by adult education programs. 118 pp. For adult education administrators and planners.

b. Cook, Wanda Dauksza. Adult Literacy Education in the United States. Newark, Delaware: International Reading Association, 1977.

A historical review of illiteracy from 1900 to the present decade, stressing social climate, statistics, legislation, programs, professional activities, and methods and materials. 139 pp. Teacher--advanced professional level.

c. Hamilton, James B. & Associates. Provide Information on Educational and Career Opportunities. Athens, Georgia: American Association for Vocational Instructional Materials, University of Georgia, 1977.

Module F-4 of Category F. How to effectively gather, evaluate, and present educational and career opportunities. For adult education supervisors.

d. Hunter, St. John, & Harman, David. Adult Illiteracy in the United States. New York: McGraw-Hill Book Company, 1979.

A study on adult literacy in the United States, requiring the involvement of many people over a two-year period. Discusses definitions and labels and the conceptual underpinnings. Puts adult illiteracy into a larger context of our changing society and includes a comprehensive annotated bibliography. 206 pp. Teacher--all levels.

e. Knowles, Malcolm. The Modern Practice of Adult Education. New York: Association Press. 1970.

Pages 189-211. Promotion and Public Relations for Adult Education Programs; includes: planning, budgeting, scheduling, preparing and distributing materials, media, methods, evaluation, and interpreting and reporting results.

f. Kozoll, Charles, & Ulmer, Curtis. Developing Successful Community Assistance Programs. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971.

Discusses need for teaching of adults to be life-centered. Names community groups providing assistance, tells how to locate them, work with them and utilize their services.

g. Mezirow, Jack, Darkenwald, Gordon G., & Knox, Alan B. Last Gamble on Education. Washington, D.C.: Adult Education Association of the U.S.A., 1975.

Introduction, Chapters 1 and 2. Excellent basic approach to world of adult education, giving background, scope, and nature of program and clients. For administrators, supervisors, and teachers.

h. Peters, John M. and Associates. Building an Effective Adult Education Enterprise. An AEA Handbook. San Francisco: Jossey-Bass, Inc. Publishers, 1980.

Chapter 1: Organization of the Field. Examines the organizational systems of adult education. Chapter 2: Knowles outlines and discusses the growth and development of adult education.

2. Modules/Kits

a. Learning Modules for Adult Educators: "Public Relations and Your Program". College Station, Texas: Adult and Extension Education, Texas A&M University, 1976.

This module is designed to acquaint you with the concept and use of public relations in the promotion of adult education programs. It enables you to explain the nature and purpose of public relations, utilize different means to publicize your programs, and helps plan strategies for public relations.

3. People/Sites

a. Mr. Morris Foster, Director of Adult Education, Abilene ISD, P.O. Box 981, Abilene, Texas 79604. 915-673-6585.

b. Mr. Bill Spillar, Director, Adult Education, College of the Mainland, 8001 Palmer Highway, Texas City, Texas 77590. 713-938-1211, Ext. 293.

c. Mr. D.L. Jones, Director, Adult Education; Mr. Ray Wood, Supervisor, Adult Education; Mrs. Nancy Wilson Webb, Program Specialist, Adult Education; Fort Worth ISD, 705 S. Henderson, Fort Worth, Texas 76104 817-338-0191.

d. Dr. Monroe Neff, Chairman, Adult Education; Mr. Dwight Overholser, Acting Coordinator, Houston Community College, 2800 South Main, Suite 401, Houston, Texas 77002. 713-524-3059.

e. Mr. Harvy Owen, Coordinator, Adult Education, Lubbock ISD, 2013 13th St., Lubbock, Texas 79401. 806-765-9338.

f. Mr. Jim Morgan, Director, Adult Education, Region IX Education Service Center, 3014 Old Seymour Highway, Wichita Falls, Texas 76309. 817-322-6928.

g. Mr. Billy Watson, Director, Adult Education, Rusk ISD, P.O. Box 474, Rusk, Texas 75785. 214-683-5623.

h. Mrs. Dorothea Pasqua, Director, Adult Education, Cooke County Adult Education Co-op, P.O. Box 125, Valley View, Texas 76272. 817-726-3244.

i. Mr. Tom Ridlehuber, Director, Adult Education, Region XII Education Service Center, P.O. Box 1249, Waco, Texas 76703. 817-756-7494.

C. TO INTEGRATE COMMUNITY RESOURCES INTO THE ADULT EDUCATION PROGRAM

COMPETENCY: 11. I utilize community resources for the planning, implementation, and evaluation of learning activities.

RESOURCES:

1. Printed Materials

a. Boone, Edgar J., Shearon, Ronald W., White, Estelle E. & Associates. Serving Personal and Community Needs Through Adult Education: An AEA Handbook in Adult Education. San Francisco: Jossey-Bass, Inc., Publishers, 1980.

Part four, entitled "A Sense of Community", addresses cooperative programs for community improvement sponsored by governmental or private sector groups; self help community programs; and programs directed to improving the quality of home and family life. For administrators and teachers of adult education.

b. Hamilton, James B. and Associates. Work with Members of the Community. Athens, Georgia: American Association for Vocational Instructional Materials, University of Georgia, 1978.

An enabling module to effectively utilize opportunities in community to improve program image, promote program understanding, and develop programs responsive to community needs and interests. For Adult Education administrators.

c. Hendrickson, Andrew (Ed.). A Manual on Planning Educational Programs for Older Adults. Tallahassee, Florida: Department of Adult Education, Florida State University, 1973.

This manual resulted from three institutes which were established to deal with educational programs for older adults. The findings of the institutes were presented as reports of addresses by eminent authorities and practical program suggestions from small work groups, published in three separate reports. However, since there is a need in the field for a general guide for initiating educational programs for the aging, the best material out of all three was compiled with this manual as the result. 178 pp. Teacher--all levels.

d. Mezirow, Jack, Darkenwald, Gordon G., & Knox, Allen B. Last Gamble on Education. Washington, D.C.: Adult Education Association of the U.S.A., 1975.

Chapter 7: Hustling the Community. Humorously describes essential linkages with other agencies, co-sponsorship, community liaison staff, and sites and facilities. For all adult educators.

e. Rauch, Sidney J. Handbook for the Volunteer Tutor. Newark, Delaware: International Reading Association, 1969.

Presents specifics needed by organizers of volunteer reading programs and volunteer tutors. Filled with numerous ideas and practical suggestions which can immediately be put into use. 106 pp. For all adult educators.

f. Verduin, John R., Jr., Miller, Harry G., & Greer, Charles E. Adults Teaching Adults. Austin, Texas: Learning Concepts, 1977.

Chapter 10. Emphasizes the importance of making referral services information known to adult students and making the most of community resource utilization. Teacher--all levels.

g. Wilson, Marlene. The Effective Management of Volunteer Programs. Boulder, Colorado: Volunteer Management Associates, 1976.

Chapter 5. How to assess needs of own program and design a system to meet them; with evaluation as a necessary adjunct and component of planning.
Chapter 7. Concrete tools to assist in getting right person in right job; interviewing techniques, referral procedures and follow-up techniques.
Chapter 8. Designing creative learning experiences for training volunteers. For all adult educators.

2. Audio/Visuals

a. Maryland Tapes. The Maryland State Department of Education's Division of Instructional Television. Cwings Mills, Maryland, 1975.

Lesson 24: "Community Resources and Supportive Services". Names and describes purposes of identifying the resources in the community and some types of services offered by agencies.

3. People/Sites

a. Ann Swisher, Region VI Education Service Center, 403 College Avenue, Brenham, Texas 77833. 713-836-4511, ext 365.

b. Texas Agricultural Extension Service (contact local county agents for a description of their "Program Building" efforts).

c. See also list under Competency #10.

C. TO INTEGRATE COMMUNITY RESOURCES INTO THE ADULT EDUCATION PROGRAM

COMPETENCY: 12. I refer adult learners effectively to other community resources.

RESOURCES:

1. Printed Materials

a. Bolles, Richard N. What Color Is Your Parachute? Berkeley, California: Ten Speed Press, 1972.

An authentic, practical manual for job hunters and job changers. Acclaimed best seller that gives step-by-step considerations for plotting cereers. 233 pp. For all adult educators.

b. Knowles, Malcolm. The Modern Practice of Adult Education. New York: Association Press, 1970.

Pages 178-179. A visual guide for developing and maintaining a community resource file for adult education programs. Administrators, supervisors, teacher--all levels.

c. SAGE Handbook. Developed by Adult Education Program. Portland, Oregon: Northwest Regional Educational Laboratory, 1975.

Presents a conceptual model for guiding adults through various life stages for total life planning. Synthesizes life stages with social roles, developmental tasks, and coping behavior. 92 pp. Teacher and counselor--all levels.

d. Texas Education Agency. A Statewide Model Referral Guide for Use in Adult Education Programs. Austin, Texas: The Texas Education Agency, 1975.

A referral guide fo community health, welfare, education, and social services. Discusses nature of referral process, structure and use of a referral directory, effective referral attitude, plus special sections with directions for local adaptation and implementation. Administrators and supervisors--all levels.

2. Modules/Kits

a. Learning Modules for Adult Educators: "Developing Helping Skills". College Station, Texas: Adult and Extension Education, Texas A&M University, 1978.

Learning Activity #5. This module considers the teacher as a member of a helping profession. It aids in developing skills so that you can define your role in a helping situation, identify and apply some techniques related to developing a helping climate, list steps in a problem-solving methodology.

D. TO ASSESS THE ADULT LEARNER

COMPETENCY: 13. I design a system for continuous assessment of the adult learner.

RESOURCES:

1. Printed Materials

   a. Cinnamon, K.M. and Matulef, N.J. (Eds.). Assessment and Interviewing. Applied Skills Training Series, (Vol. 4). Kansas City, Missouri: Applied Skills Press, 1979.

      A module, in looseleaf notebook form that treats the subject in the following segments: theory and application, structured activities, case discussions, instrumentation, evaluation, and resources. A new work full of new ideas and written for practicing professionals in the behavioral sciences. 215 pp. For all adult educators.

   b. Boyle, P.G. and Jahns, I.R. Program Development and Evaluation. In R.M. Smith, G.F. Aker & J.R. Kidd (Eds.). Handbook of Adult Education. New York: Macmillan Publishing Co., Inc., 1970.

      A straight forward overview on evaluation, the importance of assessments (what is and what should be), and why evaluation is neglected. For all adult educators.

   c. Houle, C.O. The Design of Education. San Francisco: Jossey-Bass Publishers, 1974.

      Throughout the on-going program developmental process, Houle emphasizes "measurement and appraisal" which he says, taken together, are called evaluation. 323 pp. For all adult educators.

2. Modules/Kits

   Learning Modules for Adult Educators: "Assessing Needs and Interests: A Systematic Approach".

   Designed to help you develop a systematic, comprehensive approach to assessing adult students. Enables you to list functions of assessment, develop guidelines for establishing an assessment system, choose an appropriate assessment instrument, classify assessment instruments and design an assessment system, and interpret assessment data to a student.

3. Audio/Visuals

   Maryland Tapes. The Maryland State Department of Education's Division of Instructional Television. Owings Mills, Maryland, 1975.

   Lesson 5. Discusses ways of identifying needs and interests of ABE learners and how the needs and interests contribute to successful learning experiences.

COMPETENCY: 14. I assess through systematic observation, using acceptable procedures.

RESOURCES:

1. Printed Materials

a. Smith, E.H. Literacy Education for Adolescents and Adults. San Francisco: Boyd and Fraser, 1970.

Chapter 4: Diagnostic approach to teaching adults. Taking the student where he is, leading him as far as he can go, at his own rate of learning, obviously requires skills in systematic observations during each stage. Author outlines diagnostic tools necessary for each step. Teacher--beginning level.

b. Shaw, Nathan C. (Ed.). Administration of Continuing Education. Washington, D.C.: National Association for Public Continuing and Adult Education, 1967.

Entire section of book is devoted to writings on evaluation, giving many innovative ideas on procedures for gaining information by observation. Teacher--all levels.

2. Modules/Kits

a. Learning Modules for Adult Educators: "Assessing Needs and Interests: Informal Techniques". College Station, Texas: Adult and Extension Education, Texas A&M University, 1978.

Familiarizes the teacher with informal techniques and instruments that can be used to assess the abilities and skills of adult students. Its objectives are to enable the adult educator to identify different approaches to informal assessment; explain observation in gathering information; construct an informal assessment instrument.

D. TO ASSESS THE ADULT LEARNER

COMPETENCY: 15. I assess through interview, using acceptable procedures.

RESOURCES:

1. Printed Materials

   a. Knowles, M.S. The Modern Practice of Adult Education. New York: Association Press, 1970.

      Chapter 5: Assessing needs and interests, discusses multiple information that can be obtained through the interview process.

   b. Ilyin Oral Interview. Rowley, Massachusetts: Newbury House Publishers, 1976.

      Designed to be used with many standard ESL programs. Two forms are sequenced from easy to difficult. Based on research. Can be used for placement, screening for job training programs, and for diagnostic information. Teacher—especially ESL.

2. Modules/Kits

   a. Learning Modules for Adult Educators: "Assessing Needs and Intersts: The Interview". College Station, Texas: Adult and Extension Education, Texas A&M University, 1978.

      This module is designed to familiarize the teacher with the interview as a device for assessing needs and interests and establishing rapport with adult students. It helps identify purposes, advantages and limitations of the interview as a technique for assessing student needs and interests.

COMPETENCY: 16. I assess through informal techniques, using acceptable procedures.

RESOURCES:

1. Printed Materials

   a. The Center for Vocational Education, Ohio State University. Instructional Execution Professional Teacher Education Module Series. Athens, Georgia: American Association for Vocational Instruction Materials, 1977.

      Title of series of modules relative to assessing adult learners is entitled: C-13 - Employ Reinforcement Techniques.

2. Modules/Kits

   a. Learning Modules for Adult Educators: "Assessing Needs and Interests: Informal Techniques". College Station, Texas: Adult and Extension Education, Texas A&M University, 1978.

      Designed to familiarize the adult educator with informal techniques and instruments that can be used to assess the abilities and skills of adult students.

3. Audio/Visuals

   a. Maryland Tapes. The Maryland State Department of Education's Division of Instructional Television. Owings Mills, Maryland, 1975.

      Lesson 5. Discusses ways of identifying needs and interests of ABE learners and how the needs and interests contribute to successful learning experiences.

COMPETENCY: 17. I assess through the use of formal testing, using acceptable procedures.

RESOURCES:

1. Printed Materials

a. Adult Basic Learning Examination. Harcourt, Brace, Jovanovich, Inc., 1971.

The ABLE tests are designed to test achievement in reading, spelling, and arithmetic. Ranges from mid grade level one through grade level eight. A separate test for each of subject areas, time required is 15-30 minutes. Two equivalent forms.

b. Reading Evaluation - Adult Diagnosis. Syracuse, New York: Literacy Volunteers of America, Inc., 1972.

Assesses student reading needs and reading progress. Divided into three parts: (1) Sight Words, (2) Word Analysis Skills, (3) Reading/Listening Inventory. Informal measures for selecting suitable reading material included in the administrative guide.

c. Tests of Adult Basic Education. Monterey, California: California Test Bureau, 1967.

TABE covers the areas of reading, arithmetic and language. There are two forms of TABE as well as three different levels of each test. A "locator test" enables examiner to determine proper level to use with each student. Testing range is from mid-grade one through high school.

d. Wide Range Achievement Test. Wilmington, Delaware: Jastak Assessment System, 1978.

Level II of the WRAT is intended for individuals 12 years to adulthood. Has three subtests - reading, spelling, and arithmetic. Can be administered to individuals or group; takes about 20 - 30 minutes per subtest. Reading must be individual, is recognition of words only.

e. The John Test. Jersey City, New Jersey: Jersey City State College.

Developed by many ESL teachers of City University of New York. An oral test developed for adults. Two versions - one for teachers who must test large number of ESL students in a short time, the other, more comprehensive, takes about 15 minutes per student. Free from Adult Education Resource Center at Jersey City State College.

f. Dolch Basic Sight Word. Champaign, Illinois: Garrard Publishing Company, 1942.

The 200 "service words" which make up 70% of first readers and 65% of second and third readers. Developed for children, but can be adapted for adult use as a basic sight word test.

g. Test in Speaking English. Detroit, Michigan: The Internation Institute.

Must be administered individually. Can use tape for recording student responses, but experienced ESL teacher can diagnose problems immediately. Acceptable answers listed on the score sheet.

h. Adult Basic Reading Inventory. Bensenville, Illinois: Scholastic Testing Service, Inc, 1966.

Easily administered. Five parts - (1) Sight Words, (2) Sound and Letter Discrimination, (3) Word Meaning (Reading), (4) Word Meaning (Listening), (5) Context Reading. Levels 2 through 5.

i. ESL Tests. Albany, New York: Bureau of Basic Continuing Education, State Education Department, 1970.

Developed in Yonkers by local ABE Program personnel under a special grant by the Bureau. Oral tests at different levels measure Auditory Comprehension, Oral Production, Asking Questions, and Free Conversation.

j. Informal Reading Diagnosis. Origin unknown.

Fast, simple, but worthwhile way to informally gain knowledge about student's reading level. Gives an indication of independent instructional and frustration level. Six levels, with a guide for marking errors.

k. English Second Language Placement Test. By Donnal Ilyin. Alemany Adult School of the San Francisco Community College District.

Six forms. Can be used as an achievement test and a placement test. Group administration suggested scoring sheet included.

e. The Writing Skills Test. New York: Cambridge Basic Skills Company. 1973.

217 pp of exercises, written for the purpose of giving practice for taking the Writing Skills secion of the General Educational Development (GED). One of a series.

m. The Social Studies Test
The Science Test
The Reading Skills Test
The Mathematics Test

Other Cambridge texts provide practice for passing GED.

n. The London Procedure, Adult Learning Problems. By Laura Peltz Weisel, London, Ohio, London City Schools. 1977.

Series of individually administered tests specifically designed to provide a screening of visual and auditory functions and diagnosis of visual and auditory perception and dyslexia. Divided into 17 short tests, organized into five major areas with approximate testing time 40 minutes each area. Includes manual and teaching guide, profile forms, and test plates.

o. Slosson Oral Reading Test. New York: Slosson Educational Publications Incorporated. 1963.

Oral reading test to be given individually is based on ability to pronounce words at different levels of difficulty. Words taken from standardized school readers and reading level represents standardized school achievement.

p. Gray Oral Reading Tests. New York: Test Division of the Bobbs-Merrill Company, Inc. 1967.

Includes record booklet and manual of directions for administering, scoring, and interpretation, revised. Used with students early first grade to college. Diagnoses oral reading problems.

q. The Center for Vocational Education. Modules D-2, D-3, D-4. Columbus, Ohio: American Association for Vocational Instructional Materials, 1977.

Detailed instruction. Module form. Gives various exercises for learning how to assess student performance in areas of knowledge, skills, and attitude.

2. Modules/Kits

a. Learning Modules for Adult Educators: "Assessing Needs and Interests: Standardized Tests". College Station, Texas: Adult and Extension Education, Texas A&M University, 1978.

Familiarizes the adult educator with formal tests and testing procedures that can be used with adult students. It describes general principles of standardized tests so that you may develop a system for evaluation.

E. TO PLAN LEARNING ACTIVITIES

COMPETENCY: 18. I develop a system for instructional planning.

RESOURCES:

1. Printed Materials

   a. Knowles, Malcolm. The Modern Practice of Adult Education. New York: Association Press, 1970.

      Chapter 3: Defines and defends andragogy as the art and science of helping adults learn.

      Chapter 4: Establishes an organizational climate, setting, and structure for an adult education program.

      Chapter 7: Gives essential quantities of a design of a comprehensive program for adults, and selects formats for learning, both individual and group.

      Chapter 10: Presents systematic guidelines for County Extension program development, Federal Extension Service, and the U.S. Department of Agriculture. The Program Evaluation and Review Technique (PERT) approach to systems analysis is outlined.

      Chapter 11: Designs and manages learning activities by establishing a structure, diagnosing needs, formulating directions, evaluating results and rediagnosing learning needs.

   b. Kidd, J.R. How Adults Learn. New York: Association Press, 1973.

      Chapter 10: The Learning Transaction. Discusses needs of the learner, curriculum, the learning situation, and evaluation.

      Chapter 11: The Teacher in the Learning Transaction. Emphasis on different roles of the teacher, no blueprints for teachers, teacher as learner, traits and skills, and responsibility of teacher.

   c. Houle, Cyril O. The Design of Education. San Francisco: Jossey-Bass, Inc., 1972.

      Chapter 2: The Fundamental System. The author outlines a step by step guide for the systematic structuring of any educational program and discusses the problems that may be encountered. All adult educators.

   d. Langerman, Philip D., (Ed.). You Can Be a Successful Teacher of Adults. Washington, D.C.: National Association for Public Continuing and Adult Education, 1974.

      Selected reading written by nationally known adult educators on teaching adults, the factors influencing their learning, effective teaching aides, and evaluating the process. 185 pp. Teacher--all levels.

e. Mezirow, Jack, Darkenwald, Gordon, G. and Knox, Alan B. Last Gamble On Education. Washington, D.C.: Adult Education Association of the U.S.A., 1975.

The result of two years of research on adult basic education (ABE) as conducted through the public schools in larger cities of the United States. Discusses the uniqueness of student characteristics, teacher rankings of ABE goals, counselors, and paraprofessionals. Includes survey instruments. 206 pp. Teachers--experienced.

f. Verduin, John R., Jr. Curriculum Building for Adult Learning. Carbondale, Illinois: Southern Illinois University Press, 1980.

Presents a curriculum model that serves as a guide, a skeleton for curriculum workers to build upon. The five major elements in a curriculum composing the five parts of the book, any of which can be used in isolation. Teacher--all levels.

g. Verduin, John R., Miller, Harry G., and Greer, Charles E. Adults Teaching Adults. Austin, Texas: Learning Concepts, 1977.

Chapter 1: Introduces the reader to adult education as a complex process covering many subjects and interest areas. Lists forms and institutions, describes varieties of teachers involved.

Chapter 3: Provides a general curriculum structure or model to aid the adult educators as they develop and supervise both short-range and long-range experiences for his adult students. States curriculum goals.

Chapter 6: Discusses uses, levels and selection of objectives of adult instruction and concludes with a section on behavioral objectives.

Chapter 7: Reviews planning and organizing for effective teaching, cites two examples of instructional plans, and concludes with examples of learning activities that can be incorporated into instructional plans.

Chapter 8: Explores a variety of teaching methods which can be used in adult classes. Some of the more important methods--explanations, demonstrations, questions, drills, and tutoring are all examined. Teacher--all levels.

2. Modules/Kits

a. The Center for Vocational Education, Ohio State University. Instructional Execution Professional Teacher Education Module Series. Athens, Georgia: American Association for Vocational Instructional Materials, 1977.

The titles of series of modules relative to planning learning activities are as follows:

I-2: Serve your teaching profession

I-3: Develop an active personal philosophy of education

B-2: Develop student performance objectives

B-3: Develop a unit of instruction

B-4: Develop a Lesson Plan

B-5: Select student instructional material

B-6: Prepare teacher-made instructional materials

C-16: Demonstrate a manipulative skill

C-17: Demonstrate a concept or principle

E-1: Project instructional resource needs

D-5: Determine student grades

D-6: Evaluate your instructional effectiveness

b. Learning Modules for Adult Educators: "Planning for Instruction". College Station, Texas: Adult and Extension Education, Texas A&M University, 1978.

Helps develop a systematic plan for preparing for teaching. Deals with the effects of philosophical positions and content areas on planning for instruction; determining the needs and wants of the abilities of the student; teaching styles.

3. People/Sites

a. See "Directory of Adult Learning Centers" for location of facility nearest you where expertise in planning learning activities is readily available.

COMPETENCY: 19. I formulate appropriate instructional objectives.

RESOURCES:

1. Printed Materials

   a. Knowles, Malcolm. The Modern Practice of Adult Education. New York: Association Press, 1970.

      A visual guide for developing and planning learning activities for adult education programs. Administrators, supervisors, teachers--all levels. 324 pp.

   b. Mager, Robert F. Preparing Instructional Objectives. Belmont, California: Fearon-Pitman Publishers, Inc., 1975.

      Down to earth basic guide to understanding why objectives are important and a step by step procedure for successfully outlining objectives clearly. 136 pp. Adult educators--all levels.

2. Modules/Kits

   a. Learning Modules for Adult Educators: "Planning for Instruction". College Station, Texas: Adult and Extension Education, Texas A&M University, 1978.

      Helps develop a systematic plan for preparing for teaching. Deals with the effects of philosophical positions and content areas on planning for instruction; determining the needs and wants of the abilities of the student; teaching styles.

   b. Learning Modules for Adult Educators: "Writing Instructional Objectives". College Station, Texas: Adult and Extension Education, Texas A&M University, 1978.

      Enables the teacher of adults to develop instructional objectives which state goals of learning in terms of observable student behavior. Shows how to construct instructional objectives that are stated in terms of behavior, describe the observable behavior and give the conditions under which the behavior is to be measured.

   c. Learning Modules for Adult Educators: "Individualized Instruction: Practice and Promise". (Learning Activity #3). College Station, Texas: Adult and Extension Education, Texas A&M University, 1978.

      Describes the four requisite steps of process for individualizing instruction and identifies their appropriate sequence; identify diagnostic information and assessment techniques; assess one's teaching performance, and much more.

3. Audio/Visuals

   a. Maryland Tapes. The Maryland State Department of Education's Division of Instructional Television. Owings Mills, Maryland, 1975.

      Lesson 9: States types of learning objectives which are required to meet identified goals of individual learners.

COMPETENCY: 20. I determine suitable individual, tutorial, and group activities to promote learning.

RESOURCES:

1. Printed Materials

a. Fellenz, Robert A. "How to Teach What You Know", In Philip D. Langerman (Ed.) You Can Be A Successful Teacher of Adults. Washington, D.C.: National Education Association, 1974.

Designed to help the teacher of adults to incorporate his knowledge and available resources to bring forth a satisfying learning experience. Gives examples of various means of approaching a learning situation. Reviews general principles concerning adult learning, using these as a basis to build on. All educators.

b. Knowles, Malcolm. The Modern Practice of Adult Education. New York: The Association Press, 1970.

Chapter 8: Concerned with applying some conditions of an educative environment to five aspects of program operation: recruiting and training leaders and teachers; managing facilities and procedures; educational counseling; promotion and public relations; and budgeting and finance. All adult educators.

c. Mager, Robert F. Analyzing Performance Problems. Belmont, California: Fearon Pitman Publishers, Inc., 1970.

"Solutions to problems are like keys in locks; they don't work if they don't fit". The author approaches the problems of the learner by defining the training deficiency (just a lack of desire), and then choosing a suitable solution. 111 pp. All adult educators.

d. Mager, Robert F. Developing Attitudes Toward Learning. Belmont, California: Fearon-Pitman Publishers, Inc., 1968.

Author is said to have written "that impossible education work - a how-to-do-it book that is readable, practical, informative, and enjoyable; in that most vexing area of classroom teaching; student attitude toward learning. The format is built around "where am I going? How shall I get there? and How will I know I've arrived?" 104 pp. For all adult educators.

e. Mager, Robert. F. Measuring Instructional Intent. Belmont, California: Fearon-Pitman Publishers, Inc., 1973.

Seeks to become proficient at recognizing items relevant to objectives. Discusses distinctions, performances, and conditions. All teachers.

2. Modules/Kits

a. Learning Modules for Adult Educators: "Planning for Instruction". College Station, Texas: Adult and Extension Education, Texas A&M University, 1978.

Learning Activities 4 and 6: Helps develop a systematic plan for preparing for teaching. Deals with the effects of philosophical positions and content areas have on planning for instruction; determining the needs and wants of the adult student; immediate problems with learning; strengths and abilities of the student; teaching styles.

b. Learning Modules for Adult Educators: "Individualized Instruction: Practice and Promise". College Station, Texas: Adult and Extension Education, Texas A&M University, 1978.

Describes the four requisite steps of process of individualizing instruction and identifies their appropriate sequence; identify diagnostic information and assessment techniques; assess one's teaching performance, and much more.

3. Audio/Visuals

a. Maryland Tapes. The Maryland State Department of Education's Division of Instructional Television. Owings Mills, Maryland, 1975.

Lesson 21: Describes steps used in creating and implementing a plan of work for individualizing instruction, providing for individual differences in ABE learners.

Lesson 22: Describes characteristics of programmed instruction, advantages and disadvantages of using programmed materials, and the use of teaching machines.

COMPETENCY: 21. I locate and/or create a variety of appropriate materials relevant to the adult learner for any given learning objective.

RESOURCES:

1. Printed Materials

   a. Aker, George F. Curriculum Building. In Chester Klevins (Ed.) Materials and Methods in Adult Education. New York: Klevins Publications, Inc., 1972.

      Overview of program development process at three levels - the community level, the institutional level, and the individual level. Includes a model for program development. All adult educators.

   b. Knowles, Malcolm. The Modern Practice of Adult Education. New York: Association Press, 1970.

      Designs and manages learning activities by establishing a structure, diagnosing needs, formulating directions, evaluating results and rediagnosing learning needs. All adult educators.

   c. Mager, Robert F. Goal Analysis. Belmont, California: Fearon-Pitman Publishers, Inc., 1972.

      Goal analysis is described as a procedure useful in helping you describe the meaning of the goals you hope to achieve, whether the goals deal with attitudes, appreciations, or understandings. The author tells you why, when, and how to do it, the variations and consequences, and summarizes with an exercise to determine if anything was learned. 136 pp. For all adult educators.

2. Modules/Kits

   a. Learning Modules for Adult Educators: "Creative Use of Materials". College Station, Texas: Adult and Extension Education, Texas A&M University, 1978.

      Assists the new teacher of adults in the selection and use of materials appropriate for adult education settings. Enables the teacher to list materials and describe their role; identify criteria for selection of materials; determine level of materials; evaluate and demonstrate creative use of materials.

3. Audio/Visuals

   a. Maryland Tapes. The Maryland State Department of Education's Division of Instructional Television. Owings Mills, Maryland, 1975.

      Lesson 20: "Selection, Location, and Use of Instructional Materials". Aids the ABE instructor in assessing the practical validity of materials selected and in locating needed materials.

COMPETENCY: 23. I orient students to learning activities and the adult education program.

RESOURCES:

1. Printed Materials

a. Knowles, Malcolm. The Modern Practice of Adult Education. New York: Association Press, 1970.

Chapter 7 gives essential quantities of a design of a comprehensive program for adults and selects formats for learning, both individual and group.

Chapter 10 presents systematic guidelines for County Extension program development, Federal Extension Service, and the U.S. Department of Agriculture. The Program Evaluation and Review Technique (PERT) approach to systems analysis is outlined.

b. Mezirow, Jack, Darkenwald, Gordon G., and Knox, Alan B. Last Gamble on Education. Washington, D.C.: Adult Education Association of the U.S.A., 1975.

Chapter 1: "ABE--the only Game in Town". Origin, scope, size, direction of adult basic education and a good lead-in to presenting similar facts about local programs and goals. For supervisors and teachers.

c. Shaw, Nathan C. (Ed.). Administration of Continuing Education. Washington, D.C.: National Association for Public Continuing and Adult Education, 1969.

Chapter 16: "Methods and materials for Adult Learners" by Dr. Monroe C. Neff. The processes to maximize the effectiveness of adult education methods, techniques, and materials. For supervisors and teachers.

d. Klevins, Chester (Ed.). Materials and Methods in Adult Education. New York: Klevins Publications, Inc., 1975.

A source book of writings focused specifically on adult education methods and materials and developed for practitioners of adult education. 373 pp. For all levels adult educators.

e. Mager, Robert F. Developing Attitude Toward Learning. Belmont, California: Fearon-Pittman Publishers, Inc., 1968.

From developing the learning objective, Mager gives procedural steps to follow in the process: approach, sources of influence, conditions and consequences, modeling, evaluating, and improving. 104 pp. For all adult educators.

f. Mager, Robert T. Goal Analysis. Belmont, California: Fearon-Pittman Publishers, Inc., 1968.

The why, when, and how to do it is clearly outlined with variations and consequences also discussed. 136 pp. For all levels adult educators.

g. Kidd, J.R. How Adults Learn. New York: Association Press, 1973.

Chapters 10 and 11. These chapters discuss the needs of the learner, curriculum, the learning situation and evaluation. Also, the teacher in the learning situation is examined as to roles, blueprints, traits, skills, and responsibilities. Teachers---all levels.

h. National Association for Public Continuing and Adult Education. Warren, Virginia B. (Ed.). The Second Treasury of Techniques for Teaching Adults. Washington, D.C.: National Association for Public Continuing and Adult Education, 1970.

Chapter 1: Got opening-night jitters? How to grab quick interest of students, getting-to-know techniques, icebreakers, learning in the first class session, and combining first class with registration. Teachers---all levels.

2. Modules/Kits

a. Learning Modules for Adult Educators: "Preparing for that First Class Meeting". College Station, Texas: Adult and Extension Education, Texas A&M University, 1978.

Addresses some of the major concerns that new teachers of adults may have. Categorizes concerns about first class meeting and outlines a plan for making a successful first class meeting.

3. People

a. Mr. Bob Allen, Director, Division of Adult and Community Education Programs, 201 East 11th Street, Austin, Texas 78701. 512-475-3891.

b. (1) Mr. William D. Reddell, Director, Adult Education Resource Center, Lubbock Independent School District, 2013 13th Street, Lubbock, Texas 79401. 806-765-9338. (President, Texas Association for Continuing Adult Education.)

(2) Mr. Noe Calvillo, Director, Adult Education, McAllen Independent School District, 2500 Quince Street, McAllen, Texas 78501. 512-687-7871. (In-coming President, TACAE, 12-1-80.)

(3) Ms. Clarice Claiborne, Director, Adult Education, Odessa College, P.O. Box 3752, Odessa, Texas 79760. 915-337-5381, Ext. 300. (In-coming President-elect, TACAE, 12-1-80)

(4) Other in-coming TACAE officers and directors: Emory Debose, Jr., Vice-President, Waco; Maija Wimer, Secretary, Wichita Falls; Ross Rucker, Treasurer, College Station, Linda DuPree, Director, Houston; David Fox, Director, Killeen; Lloyd Longnion, Director, New Braunfels.

c. Dr. Robert A. Fellenz, Interdisciplinary Education, Adult and Extension Division, Texas A&M Univeristy, Room 721 Harrington Education Center, College Station, Texas 77843. 713-845-6816. (Additional Adult Education Faculty: Dr. Don F. Seaman, Coordinator, IDED; Dr. Paulette Beatty; Dr. Al B. Campbell; Dr. Barbara N. Stone.)

d. Dr. Carol E. Kasworm, Department of Curriculum and Instruction, the University of Texas at Austin, Austin, Texas 78712. 512-471-4285.

e. Dr. Ron Newsom, Adult/Continuing Education, College of Education, North Texas State University, Denton, Texas 76203. 817-788-2043.

f. Dr. Mark Walsh, Director, the South Texas Adult Education Center, Texas A&I University, Kingsville, Texas 78363. 512-595-3203.

4. Sites

a. Interdisciplinary Education, Adult and Extension Division, Texas A&M University, College Station, Texas 77843. 713-845-6816.

b. Department of Curriculum and Instruction, the University of Texas at Austin, Austin, Texas 78712. 512-471-4285.

c. Adult and Continuing Education, College of Education, North Texas State University, Denton, Texas 76203. 817-788-2043.

d. The South Texas Adult Education Center, Texas A&I University, Kingsville, Texas 78363. 512-595-3203.

COMPETENCY: 24. I encourage the sharing of life experiences of the adult learner which relate to the learning activity.

RESOURCES:

1. Printed Materials

a. National Association for Public Continuing and Adult Education. Warren, Virginia B. (Ed.). The Second Treasury of Techniques for Teaching Adults. Washington, D.C.: NAPCAE, 1970.

Chapter 3: Help your students teach each other. Exploring, discovering student knowledge and experience, and involving former students.

Chapter 9: Use your town as a teaching tool. Techniques on where and how to begin in your community, involving business and industry, getting the most out of field trips, field trips in adult basic education, and selecting and using local experts. Teachers---all levels.

b. Wasinger, G.B. "How the 'Group Environment' Affects Learning". In P.D. Langerman, (Ed.). You Can Be A Successful Teacher of Adults. Washington, D.C.: NAPCAE, 1974.

Defines and discusses environmental components that affect learning and teaching: physical, social-cultural, physiological, emotional-psychological, attitudinal, intellectual, along with tips on teaching.

c. APL Project Staff. The APL Series: Coping in Today's Society. New York: Harcourt Brace Jovanovich, Inc., 1979.

An introduction and overview of APL Series that answers most frequently asked questions regarding content and teaching strategy which emphasizes heavy student involvement of experience and knowledge in all areas.

COMPETENCY: 25. I use a variety of teaching methods to present material according to individual learner's needs.

RESOURCES:

1. Printed Materials

a. Boshear, W.C. & Albrecht, K.G. Understanding People. La Jolla, California: University Associates, Inc., 1977.

A book about people for people in the business of helping people to learn about people. For learning facilitators who need methods techniques for presenting key concepts as opposed to teaching in-depth theory. 275 pp. All levels of adult educators.

b. Knowles, M.S. The Modern Practice of Adult Education. New York: Association Press, 1970.

Chapter 7. Designing a comprehensive program. Selecting the format for learning: method, technique, and device. Demonstration: method and result. Teacher—all levels.

c. Houle, C.O. The Design of Education. San Francisco: Jossey-Bass, Inc., 1972.

Chapter 5. Development of program design. Examines identifying the educational activity, refining objectives, evolving format, selecting learning resources, choosing leaders, selecting and using methods, time schedule, providing social reinforcement, clarifying roles and relationships.

d. Mezirow, Jack, Darkenwald, Gordon G. & Knox, Alan B. Last Gamble on Education. Washington, D.C.: Adult Education Association of the U.S.A., 1975.

Chapter 2. Classroom Dynamics. Subjects discussed include: "Tyranny of Attendance", classroom roles and conventions, instructional interaction, innovative approaches, teaching content, personalized instruction, "ideology of minimum failure", and control maintenance. Teacher-all levels, especially ABE.

e. Thayer, Louis (Ed.). Fifty Strategies for Experiential Learning. San Diego, California: University Associates, 1976.

Gives special attention to structured experiences that seek to strengthen the affective components of learning: the learners' self-awareness, learning climates, interpersonal relationships in learning. The focus is on people, their perceptions, and their learning experiences. 230 pp. Teacher--all levels.

f. Klevins, Chester (Ed.). Materials & Methods in Adult Education. New York: Klevens Publications, Inc., 1975.

A collection of specified topics in each author's field of expertise. Written from a practitioner's point of view, this should provide a myriad of ideas for relevant materials for educators of adults. Recognizes "materials and methods" as an integral part of a core program for the preparation of adult educators.

2. Audio/Visuals

a. Maryland Tapes. The Maryland State Department of Education's Division of Instructional Television. Owings Mills, Maryland, 1975.

Lesson 19: "Methods and Techniques for Instruction". Describes levels of individualizing instruction for ABE learners, opportunities for group learning, and techniques for assisting adult learners in self-evaluation.

b. Lesson 22: "Teaching Machines and Programmed Learning". Describes characteristics of programmed instruction, advantages and disadvantages of using programmed materials and the use of teaching machines.

COMPETENCY: 26. I involve others in the presentation of lessons.

RESOURCES:

1. Printed Materials

a. National Association for Public Continuing and Adult Education. Warren, Virginia B. (Ed.). The Second Treasury of Techniques for Teaching Adults. Washington, D.C.: NAPCAE, 1970.

Chapter 9: Using your town as a teaching tool. Where to begin, business and industry, general field trips and field trips for adult basic, selecting and using local experts, and other resources. Teachers---all levels.

b. Fellenz, R.A. "How to Teach What You Know". In P.D. Langerman (Ed.). You Can Be A Successful Teacher of Adults. Washington,D.C.: National Association for Public Continuing and Adult Education, 1974.

The focus is on "putting it all together" to make the class session a meaningful learning experience. Teaching methods and techniques that emphasize involvement of all types of resources are discussed.

c. Bayley, Linda and Associates. Community Resources. The APL Series: Coping in Today's Society. New York: Harcourt Brace Jovanovich, Inc., 1979.

Excellent idea source for unlimited involvement of community resources into learning experiences for adults. Gives examples of where to go to get what, while making proper use of people, places, and things a vital, effective part of the teaching experience. Teacher's kit (containing cassette tapes, manual, and flashcards), reading book, and student workbook available for each series. For all teaching levels.

d. Knowles, Malcolm S. Self-Directed Learning. Chicago, Illinois: Association Press, Follett Publishing Company, 1975.

Book is designed for use by both learners and teachers and hopefully, for best results, the two will work together. Learners can use the book as a resource for developing competence as self-directed inquirers. Teachers can use as a resource for designing strategies for helping students learn how to take more responsiblity for learning. 135 pp. Teachers---all levels.

2. Modules/Kits

a. Learning Modules for Adult Educators: "Teaching English as a Second Language: Conversational" (Learning Activity #5)

Identifies important techniques used in teaching conversational ESL and describes a variety of activities for the ESL classroom.

"Planning for Instruction" (Learning Activity #6)

Helps to develop a systematic plan for preparing for teaching. Familiarizes you with philosophical positions and knowledge of content area on planning for instruction.

COMPETENCY: 27. I use approaches that involve learners in the application and appreciation of content.

RESOURCES:

1. Printed Materials

a. National Association for Public Continuing and Adult Education. Warren, Virginia B. (Ed.). The Second Treasury of Techniques for Teaching Adults. Washington, D.C.: NAPCAE, 1970.

Chapters 4,5, and 6: Livelier instruction by using slides, tapes, movies, video tapes; how to avoid the errors of use of audio-visuals; and what research shows about the use of technical aids. Also, programmed instruction is defined, with suggested usage, how to prepare students, and how to select programs. Finally, individualized instruction with free and low-cost materials is presented as appealing tool to attract student interest. Tells how to collect materials, what to get, and use of newspapers and paperbacks. Teachers---all levels.

b. The Center for Vocational Education, Ohio State University Instructional Execution Professional Teacher Education Module Series. Athens, Georgia: American Association for Vocational Instructional Materials, 1977. Title of Series of modules relative to managing learning activities are as follows:

C-1 Direct Field Trips
C-2 Conduct
C-4 Direct Students in Instructing other students
C-5 Employ Simulation Techniques
C-7 Direct Student Labratory Experience
C-8 Direct Students in Applying Problem-Solving Techniques
C-9 Employ the Project Method
C-11 Summarize a Lesson
C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C-12 Employ Oral Questioning Techniques
C-15 Present an Illustrated Talk
C-17 Demonstrate a Concept or Principle
C-18 Individualize Instruction
F-3 Use Conferences to Help Meet Student Needs
C-19 Employ the Team Teaching Approach
C-20 Use Subject Matter Experts to Present Information
C-21 Prepare Bulletin Boards and Exhibits
C-22 Present Information with Models, Real Objects, and Flannel Boards
C-23 Present Information with Overhead and Opague Materials
C-24 Present Information with Filmstrips and Slides
C-25 Present Information with Films
C-26 Present Information with Audio Recordings
C-27 Present Information with Televised and Videotaped Materials
C-28 Employ Programmed Instruction
C-29 Present Information with the Chalkboard and Flip Chart

G. EVALUATE LEARNING ACTIVITIES

COMPETENCY: 28. I evaluate the instructional objectives.

RESOURCES:

1. Printed Materials

   a. Mager, R.F. Developing Attitudes Toward Learning. Belmont, California: Fearon-Pitman Publishers, Inc., 1968.

      Emphasis on student attitude during development of objectives, planning approach, conditions and consequences, modeling, evaluating, and follow-up. 104 pp. Teacher--all levels.

   b. Mager, R.F. & Pipe, Peter. Analyzing Performance Problems. Belmont, California: Fearon Pitman Publishers, Inc., 1970.

      Delineating the performance discrepancy, deciding its worth, and determining the value of a reward system in deciding on situations to solving performance problems. 107 pp. Teacher--any level, especially beginner.

   c. Mager, Robert F. Measuring Instructional Intent. Belmont, California: Fearon Pitman Publishers, Inc., 1973.

      Makes distinctions; decodes objectives; matches performance to test items. A programmed approach to evaluating the attainment of instructional intent. 159 pp. Teacher--beginning level.

2. People/Sites

   a. See Competency #32 for people and sites.

G. EVALUATE LEARNING ACTIVITIES

COMPETENCY: 29. I evaluate activities to promote learning.

RESOURCES:

1. Printed Materials

a. Grotelueschen, A.D., Gooler, D.D. & Knox, A.B. Evaluation in Adult Basic Education: How and Why. Danville, Illinois: the Interstate Printers and Publishers, Inc., 1976.

Chapter 5: Topics include: ascertaining program emphasis, ways of presenting priority opinions and perceptions, comparing perceptions of desired emphasis, discrepancies between ideal and actual, and evaluation of activities.

b. Mezirow, J., Darkenwald, G.G. & Knox, A.B. Last Gamble on Education. Washington, D.C.: Adult Education Association of the U.S.A., 1975.

Chapters 2 and 5. Classroom dynamics are reviewed. Discusses a distinguishing aspect of ABE as the relation of rules and classroom management that is conventional to pedagogy. Explains various styles used by teachers and the position of teacher aides in the classroom activities. All levels, teachers of adults.

c. Neff, M.C. & Minkoff, D. Criteria for Judging Materials and Techniques. In Klevins (Ed.), Materials and Methods in Adult Education. New York: Klevins Publications Inc., 1972.

An overview of procedures in identifying, selecting, coordinating, and evaluating curriculum materials; plus a presentation of techniques on how to use them effectively. Teacher---all levels.

d. Verduin, John R., Jr. Curriculum Building for Adult Learning. Carbondale: Southern Illinois University Press, 1980.

Chapter 6: Specifies three levels of goals in the curriculum model. Procedures are established to check change in behavior in three domains: cognitive, affective, and psycho-motor. Discusses formative and summative evaluation processes. Teacher---beginning level.

COMPETENCY: 30. I evaluate materials to promote learning.

RESOURCES:

1. Printed Materials

   a. Grotelueschen, A.D., Gooler, D.D. and Knox, A.B. Evaluation in Adult Basic Education: How and Why.

      Chapters 6 and 7: Guidelines for evaluating program resources, instructional materials, and program outcomes. Teacher---all levels.

   b. Suchman, Edward. Unknown.

      Provides a model for program evaluation based on value formation. Goals are set, measured, put into operation, and effects are assessed. Information is filtered back through the value structure for possible re-evaluation.

   c. Warren, Virginia B. (Ed.). The Second Treasury of Techniques for Adults. Washington, D. C.: National Association for Public Continuing and Adult Education. 1970.

      Chapter 10. Testing and evaluating adult students. Evaluation viewed from these perspectives: materials and techniques, basic principles involved, evaluating your teaching, preparing your own tests, multi-choice tests, and essay tests. Teacher---all levels.

2. Modules/Kits

   a. Learning Modules for Adult Educators: "Creative Use of Materials". College Station, Texas: Adult and Extension Education, Texas A&M University, 1976.

      Provides assistance to the new teacher of adults in the selection and use of materials appropriate for adult education settings.

COMPETENCY: 31. I evaluate the effectiveness of the total instructional system.

RESOURCES:

1. Printed Materials

a. Kidd, J.R. How Adults Learn. New York: Association Press, 1973.

Chapter 10: The Learning-Transaction, Pages 283-291, Evaluation. Discusses American Library Association's "four basic steps" of evaluation, evaluation of objectives, performance, participation, interest, measuring devices, behavior, and feed-back. Conclusion discusses the "effect of evaluation". Teacher---beginning level.

b. Verduin, J.R., Miller, H.G. & Greer, C.E. Adults Teaching Adults. Austin, Texas: Learning Concepts, 1977.

Chapter 9: Evaluation in adult instruction. Gives meaning of evaluation, program and institution evaluation, constructing objective test items, essay test items, performance test items, and determining achievement levels. Teacher---all levels.

c. Dutton, D. and Seaman, D.F. "Self Evaluation". In Chester Klevins (Ed.) Materials and Methods in Adult Education. New York: Klevins Publications Inc., 1972.

Discusses definition of evaluation, "why" to evaluate, teacher evaluation, teacher self-evaluation, student evaluation of teacher, and evaluation process.

d. Borich, Gary D. The Appraisal of Teaching: Concepts and Process. Reading, Massachusetts: Addison - Wesley Publishing Company, 1977.

First five chapters deal with conceptual framework and fundamental concepts of the appraisal of teaching. Part Two, Chapters 6 through 10, contain selected readings on teacher competencies, teacher performance, performance appraisal systems, procedures and techniques, and developing a valid appraisal system. 396 pp. Teacher---all levels.

e. Grotelueschen, A.D., Gooler, D.D. & Knox, A.B. Evaluation in Adult Basic Education: How and Why. Danville, Illinois: The Interstate Printers and Publishers, Inc., 1976.

A book written for Adult Basic Education administrators and teachers to meet their professional challenges and responsibilities of relating the how and why of program evaluation to improving instruction within the local program. Book concludes with a glossary of evaluation terms and a reprinted version of "A Blueprint for Program Evaluation", by two of the same authors. 274 pp. Especially for Adult Education Co-op administrators, supervisors and teachers.

f. Isaacs, Stephen & Michale, W.B. Handbook in Research and Evaluation: for Education and the Behavioral Sciences. San Diego, California: EDITS Publishers, 1971.

A "how-to" of guidelines, methods and techniques for those how are considering research and evaluation in the field of education. 186 pp. Advanced, specialized level.

g. Stufflebeam (Chairman). Educational Evaluation and Decision-Making.

Provides a definition and model of evaluation, beginning with delineating, before obtaining and providing useful information for judging decision alternatives. Looks at four components of the program context, input, process, and product. Called the CIPP Method. Teacher--experienced level.

h. Wentling, Tim. Evaluating Occupational Education & Training Programs. Boston: Allyn & Bacon, Inc., 1980.

Systematic procedures and practical tools for assessment, conducting follow-up surveys, process evaluation, assessment of special needs and services, and more.

i. Mager, Robert F. Goal Analysis. Belmont, California: Fearon Pitman Publishers, Inc., 1972.

In analyzing performance, tasks, goals, certain strategies are needed. Tells: Why to do it, When to do it, How to do it, and then Variations and Consequences. Explains goal or success charting and attitude charting in easily understood terms. 136 pp. Beginning level.

H. PROFESSIONAL DEVELOPMENT AS AN ADULT EDUCATOR

COMPETENCY: 32. I develop a sense of professional identity as an adult educator.

RESOURCES:

1. Printed Materials

a. U.S. Congress. House. Economic Opportunity Act of 1964. Public Law 88-452, Title II-B, 88th Congress, 1964.

U.S. Congress. House. Amendments to the Elementary and Secondary Act of 1965. Public Law 89-750, 89th Congress, 1965. H.R. 13161.

U.S. Congress. House. Adult Education Act. Public Law 91-230, Title III, 91st Congress, 1970. H.R. 514.

U.S. Congress. House. An Act to Extend and Amend the Elementary and Secondary Education Act of 1965. 93rd Congress, 1974. H.R. 69.

U.S. Congress. House. Adult Education Act (amended). Public Law 95-561, Title XIII, 95th Congress, 1978. H.R. 15.

U.S. Congress. The Education Amendments of 1976. Public Law 94-482, 94th Congress, October, 1976.
Section 132: Describes lifelong learning and the areas included (for example: adult baseic education, continuing education, pre-retirement and education for older and retired people, etc.).

Texas Education Agency. Laws and Resolutions Affecting Public Education. Austin, Texas: Texas Education Agency, 1967. (See also revisions, additional bulletins and supplements.)

Basic public laws, governing adult education practices, that are essential operating guidelines. For all adult educators.

b. Mezirow, Jack, Darkenwald, Gordon G. & Knox, Alan B. Last Gamble on Education. Washington, D.C.: Adult Education Association of the U.S.A., 1975.

A thorough analysis of all aspects of Adult Basic Education: classroom, teachers, directors; by noted authors. Administrators and teachers will gain new insight about ABE practices nationally.

c. Knox, Alan B. Adult Development and Learning. San Francisco: Jossey-Bass, Inc., 1977.

Synthesizes frindings from recent studies of adult development and learning and presents information from diverse fields in the biological, social, and behavioral sciences. 679 pp. For all adult educators.

d. Knowles, Malcolm S. The Modern Practice of Adult Education. New York: Association Press, 1970.

A text for today's student in adult education and a basic guide for administrators, program planners, trainers, teachers, and activity leaders. 384 pp. For all adult educators.

e. Tough, Allen. The Adult's Learning Projects. Austin, Texas: Learning Concepts. 1979.

Comprehensive picture of learning efforts of men and women of all ages based on eleven major research studies, covering such questions as "why and what adults undertake to learn", "how common and important these learning efforts are", "what the adult learners process is", and "what difficulties the adult learner faces". 205 pp. All teachers.

f. Harrington, Fred Harvey. The Future of Adult Education. San Francisco: Jossey-Bass Publishers. 1979.

Describes the adult education revolution: the spectacular increase of older students in colleges, universities, credit, and non-credit courses. Reviews history of AE in America; demonstrates its role of importance in a society where lifelong learning has become a necessity; and provides information about entire range of AE activities (on-campus credit programs, pinpointing problems and discriminations involved; new opportunities in external degree programs and other non-traditional study; examines impressive array of non-credit offerings now available; and concludes with recommendations for the future.) Though directed to higher education, all adult educators will gain clarity of perspective on state of AE. Easy reading and humorous. 238 pp. All interested in future of AE.

g. Shaw, Nathan C. (Ed.). Administration of Continuing Education. Washington, D.C.: National Association for Public Continuing and Adult Education, 1969.

Collection of writings by noted adult educators, grouped into five sections: (1) organization and administration of continuing education, (2) program development and operation (3) the Adult Participant, (4) Improvement of Instruction, and (5) Research and Evlauation. A ready reference, and refreshing idea book for adult educators. 438 pp. All adult and continuing education practitioners.

h. Toffler, Alvin. Future Shock. New York: Bantam Books, Inc. 1970. Chapter 18.

The runaway best-seller's focus on education in the future tense should stir the imagination of all adult educators as to what lies ahead. Topics include: industrial era school, new educational revolution, organizational attack, yesterday's curriculum today, diversity of data, system of skills, and strategy of futureness. Pp. 398-428. For all adult educators.

2. Modules/Kits

a. Learning Modules for Adult Educators: "Establishing Professional Identity". College Station, Texas: Adult and Extension Education, Texas A&M University, 1978.

Multi-media package designed to foster sense of identity in adult education. Summarizes need for adult education in U.S.A. and Texas; traces its historical development; defines terminology of field; describes resources available; lists professional organizations.

3. People

a. Mr. Bob Allen, Director, Division of Adult and Community Education Programs, 201 East 11th Street, Austin, Texas 78701. 512-475-3891.

b. (1) Mr. William D. Reddell, Director, Adult Education Resource Center, Lubbock Independent School District, 2013 13th Street, Lubbock, Texas 79401. 806-765-9338. (President, Texas Association for Continuing Adult Education.)

(2) Mr. Noe Calvillo, Director, Adult Education, McAllen Independent School District, 2500 Quince Street, McAllen, Texas 78501. 512-687-7871. (In-coming President, TACAE, 12-1-80.)

(3) Ms. Clairce Claiborne, Director, Adult Education, Odessa College, P.O. Box 3752, Odessa, Texas 79760. 915-337-5381, Ext. 300. (In-coming President-Elect, TACAE, 12-1-80.)

(4) Other in-coming TACAE officers and directors: Emory Debose, Jr., Vice-President, Waco; Maija Wimer, Secretary, Wichita Falls; Ross Rucker, Treasurer, College Station; Linda DuPree, Director, Houston; David Fox, Director, Killeen; Lloyd Longnion, Director, New Braunfels.

c. Dr. Robert A. Fellenz, Interdisciplinary Education, Adult and Extension Division, Texas A&M University, Room 721 Harrington Education Center, College Station, Texas 77843. 713-845-6816. (Additional Adult Education faculty: Dr. Don F. Seaman, Coordinator, IDED; Dr. Paulette Beatty; Dr. Al B. Campbell; Dr. Barbara N. Stone.)

d. Dr. Carol E. Kasworm, Department of Curriculum and Instruction, the University of Texas at Austin, Austin, Texas 78712. 512-471-4285.

e. Dr. Ron Newsom, Adult/Continuing Education, College of Education, North Texas State University, Denton, Texas 76203. 817-788-2043.

f. Dr. Mark Walsh, Director, the South Texas Adult Education Center, Texas A&I University, Kingsville, Texas 78363. 512-595-3203.

4. Sites

a. Interdisciplinary Education, Adult and Extension Division, Texas A&M University, College Station, Texas 77843. 713-845-6816.

b. Department of Curriculum and Instruction, the University of Texas at Austin, Austin, Texas 78712. 512-471-4285.

c. Adult and Continuing Education, College of Education, North Texas State University, Denton, Texas 76203. 817-788-2043.

d. The South Texas Adult Education Center, Texas A&I University, Kingsville, Texas 78363. 512-595-3203.

H. Professional Development as An Adult Educator

COMPETENCY: 33. I continually refine my own philosophy of education.

RESOURCES:

1. Printed Materials

a. Knowles, Malcolm. The Adult Learner: A Neglected Species. Houston: Gulf Publishing Company, 1978. Chapters 1,2,3,4,5.

The above chapters explore learning theory, studies of learning involving animals and children, adult learning theory of andragogy, theories of teaching, and applying theories of learning and teaching to human resource development. Overview of role and purpose of learning. All adult educators.

b. Elias, John, and Merriam, Sharan. Philosophical Foundations of Adult Education. Huntington, New York: Krieger Publishing Co., Inc. 1980.

For the first time, a comprehensive and critical analysis of the philosophical foundations of adult education. Six major systems of educational thought---Liberal Education, Progressivism, Behaviorism, Humanistic Education, Radicalism, and Conceptual Analysis---provide the framework for an examination of the views of prominent adult educators and major programs in adult and continuing education. Stimulates adult educators to clarify their own personal philosophy of education. 214 pp. All adult educators.

c. Birren, James E. The Psychology of Aging. Englewood Cliffs, New Jersey: Prentice Hall, Inc. 1964.

Offered as a text on the psychology of adult life, with aging, specifically, made a part of developmental process. Concerns changes in maturity of young adult and the psychological, social, and physiological transformation. Discusses dynamics of life cycle; social and cultural determinants of aging; biological influences; senses and perception; psychomotor skills; learning; thinking and intelligence; employment, productivity, and achievement; and personality. A widely-referenced work. 303 pp. For all adult educators.

2. Modules/Kits

a. Learning Modules for Adult Educators: "Planning for Instruction". College Station, Texas: Adult and Extension Education, Texas A&M University, 1978. Learning Activities 1,2, and 3.

This module is designed to help develop a systematic plan for the individual who is preparing to teach. Its objectives are to familiarize a person with the effect that philosophical positions and content knowledge have on planning for instruction; various ways to determine the adult's needs; establishing learning objectives; procedures on making decisions based on how well the learning process is progressing.

COMPETENCY: 34. I interact in a professional manner.

RESOURCES:

1. Printed Materials

a. Harris, Thomas A. I'm OK, You're OK: A Practical Guide to Transactional Analysis. New York: Harper and Row, 1967.

Hard facts that address the question of how the mind operates, why we do what we do, and how we can stop doing what we do if we wish. For these disillusioned with traditional types of psychotherapy, Transactional Aanlysis, according to Harris, enables a person to change, to establish self-control, self-direction, and to discover the reality of a freedom of choice. A five million plus best-seller. 317 pp. For all adult educators.

b. Tough, Allen. Expand Your Life: A Pocket Book for Personal Change. New York: College Entrance Examination Board. 1980.

From noted author of "The Adult's Learning Projects", a change-of-pace booklet outlining a variety of ways to enrich and expand your life. An invitiation to use opportunities readily available for making our lives richer, more rewarding, and meaningful. Learn how to help others, explore major fields of knowledge, focus on religious and spiritual growth, take a personal inventory, choosing to change, and much more. 49 pp. All adult educators.

c. Sheehy, Gail. Passages: Predictable Crises of Adult Life. New York: E.P. Dutton and Company, Inc. 1976.

Author received an Alicia Patterson Foundation Fellowship to study adult development and the outcome was Passages. "You'll recognize yourself, your friends, and your loves", as you explore life's adult stages: the trying 20's, catch 30's, forlorn 40's, refreshed (or resigned) 50's, and beyond. Suggests how to use each life crisis as an opportunity for creative change, looking to full potential growth. 560 pp. For all adult educators.

2. People: (See list under Competency 32)

3. Sites: (See list under Competency 32)

H. Professional Development as An Adult Educator

COMPETENCY: 35. I develop goals for my own professional growth.

RESOURCES:

1. Printed Materials

   a. Knowles, Malcolm. Self-Directed Learning: A Guide for Learners and Teachers. Chicago: Association Press, 1975.

      Resource book for learners to use in developing competencies as self-directed inquirers. Resource for teachers in designing strategies for helping students. Topics include diagnosing learning needs, designing learning plan, setting a teaching climate, developing self-directed learners, implementing the role of facilitator, self-concept, self-assessment, stating objectives, and strategies and techniques. 135 pp. For adult teachers and learners.

   b. Smith, Robert M., Aker, George F., and Kidd, J.R. Handbook of Adult Education. New York: McMillan Publishing Company, Inc. 1970.

      Selected readings in adult education grouped into following categories: Forms, Function and Future; Institutions and Organizations; and Program Areas. Appendices gives names, address, and background of national associations and other general information sources for adult education. Published every ten years. For all adult educators.

2. Modules/Kits

   a. Learning Modules for Adult Educators: "Staff Development: In-Service Training". College Station, Texas: Adult and Extension Education, Texas A&M University, 1978.

      Multi-media package designed to foster staff development in adult education. Summarizes need for adult education in U.S.A. and Texas; traces its historical development; defines terminology of the field; describes resources available; lists professional organizations.

   b. Learning Modules for Adult Educators: "The Teacher and the Adult Learner". Learning Activities 3 and 4.

      The purpose of this module is to help the new teacher of adults become aware of some basic considerations in adult learning and teaching. The module is a self-contained, multi-media package designed to enable the new teacher to identify characteristics and physical factors that affect adult learning; identify factors that affect learning; develop attributes that a teacher should posses; and how to make allowances for each.

3. Audio/Visuals

a. Maryland Tapes. The Maryland State Department of Education's Division of Instructional Television. Owings Mills, Maryland. 1975. Lesson 30. "Overview".

Focuses on the ABE learner in all aspects of program planning, evaluation, and staff development with a view of ABE as an emerging national movement.

4. People (See list on Competency 32)

5. Sites (See list on Competency 32)

H. PROFESSIONAL DEVELOPMENT AS AN ADULT EDUCATOR

COMPETENCY: 36. I make use of available resources to move toward attainment of my goals.

RESOURCES:

1. Printed Materials

   a. Texas Regional Services Office. A Directory of Regional Educational Service Centers in Texas. Austin, Texas: Regional Services Office, 1980.

   b. Long, Huey B., Hiemstra, Roger, & Associates. Changing Approaches to Studying Adult Education. An AEA Handbook in Adult Education. San Francisco: Jossey-Bass, Inc., 1980.

      Documents and analyzes growing body of research emerging from multi-faceted field of adult education. Eight AE specialists provide contrasting but complementary perspectives for viewing existing body of literature.

   c. Boone, Edgar J., Shearon, Ronald W., White, Estelle E., & Associates. Serving Personal and Community Needs through Adult Education. An AEA Handbook in Adult Education. San Francisco: Jossey-Bass, Inc., 1980.

      Outlines expanding mission of adult education today along five main themes which examine programs for each of these aspects of adult education.

   d. Peters, John M. & Associates. Building an Effective Adult Education Enterprise. San Francisco, California: Jossey-Bass, Inc., 1980.

      Traces the growth and development o f the adult education movement, outlines new approaches to classifying the numerous current adult education activities, and considers the likelihood that better coordination of these activities will be a prerequisite for increased funding. 180 pp. Teacher--all levels.

   e. Smith, Robert M., Aker, George F., Kidd, J.R. Handbook of Adult Education. New York: Macmillan Publishing Co., Inc., 1970. Appendices I and II.

      Appendix I is a directory of Participating Organizations of the Adult Education Organization. Appendix II is General Information Sources in Adult Education.

   f. Regional Councils in Texas. A Status Report and Directory '76-77. Austin, Texas: Governor's Budget & Planning Office, 1976.

      Statistical report on all Regional Councils of Government in Texas plus a directory of their various programs and personnel. 132 pp. Resource for administrators, supervisors, and program planners in Adult Education. (Note: Soon to be updated and revised.)

g. Adult Education. A research journal containing scholarly articles or research or theory published quarterly by the Adult Education Association.

h. Adult Literacy and Basic Education. Published quarterly by the Commission on Adult Basic Education. This journal contains articles on all aspects of ABE, ESL, APL, etc.

i. Lifelong Learning: The Adult Years. This journal is primarily directed to the needs and interests of the training director in a business setting but contains many useful ideas for all adult educators. Published by American Society for Training and Development.

j. Boshear, Walton C., and Albrecht, Karl G. Understanding People: Models and Concepts. La Jolla, California: University Associates, Inc., 1977.

An overview of all types of models: individual, dyad, group organizational, problem-solving, supplementary concepts, and their application. All models presented objectively in terms of five key criteria categories: scope, definitions, structure, relationships, and inferences. A book about people and their behavior in the learning environment. pp 275. For all adult facilitators (teachers), trainers, consultants, directors.

k. Cinnamon, Kenneth M., Matulef, Norman J. Applied Skills Training Series: Volume 1 - Effective Supervision
Volume 2 - Creative Problem Solving
Volume 3 - Human Relations Development
Volume 4 - Assessment and Interviewing
Kansas City, Missouri: CMA Publishing Company, 1979.

All volumes follow the same format in treatment of subject; how to use the series, theory and application, structured activities, case discussions, instrumentation, evaluation, and resources. Presented in loose-leaf notebook form, each volume presents several alternative plans for dividing the material into varying time segments for use as training programs.

l. Bolles, R.N. The Three Boxes of Life: And How To Get Out of Them. Berkeley, California: Ten Speed Press, 1978.

Defines the three boxes of life and offers helpful suggestions on survival during education, work, and retirement. Filled with helpful information to assist students toward a balanced life. pp. 466. For all adult educators.

m. Suessmuth, Patrick. Ideas For Training Managers and Supervisors. La Jolla, California: University Associates, Inc., 1978.

Useful suggestions, activities, and instruments relating to learner-centered teaching, classroom interaction, audio-visual aids and resources and evaluation and costs. pp 328. For adult educators.

n. M. Holder, L. and Associates. TRENDS Guide To Abstracts. TRENDS Resource Catalog. Corpus Christi, Texas: Education Service Center, Region II, Project TRENDS, 1976.

Two broad resource compilations developed especially for adult administrators, supervisors, and teachers. Categories cover all phases of AE and teachers can obtain a wealth of ideas from the teacher-made materials. Most all materials are available on loan for specified time periods. Listings constantly revised and expanded. For all adult educators.

o. The ERIC Clearinghouse on Adult, Career, and Vocational Education. The National Center for Research in Vocational Education, The Ohio State University, 1979.

Loring, Rosalind K. Women and Their Preparation for Professional and Managerial Careers. Columbus, Ohio: The Eric Clearinghouse on Adult, Career, and Vocational Education, The National Center for Research in Vocational Education, The Ohio State University, 1979.

Explores women's roles today in both business and society. Gives valuable hints in terms of educational and background preparation.

Sork, Thomas J. Research and Investigation in Adult Education: 1976-1978 Register. (ERIC)

Summary of progress made in the field of Adult Education in 1976-78.

Sheppard, N. Alan. Educational Opportunities for Older Persons: A Review.

Gives valuable advice to the older person who wishes to further his education. Explains different programs and other information that is needful to the older learner.

Niemi, John A. (Ed.). Viewpoints on Adult Education Research. (ERIC)

Gives an account of progress being made in the area of adult education research.

Niemi, John A. (Ed.). Perspectives on Adult Education Practice. (ERIC)

Explores various philosophies and methodologies of adult education practice.

Bruce, Robert L. Adult Education For Rural Americans: An Introductory Review.

Reviews basic principles of adult education, and different programs available to the rural adult learner.

Robbins, J. Nevin (Ed.). 1979 Directory of Resources for the Education of Adults.

A directory of resources and availability information pertinent to adult education.

p. Burke, W. Warner, (Ed.). The Cutting Edge. La Jolla, California: University Associates, 1978.

This book deals with current theory and practice in organization development. Discusses different aspects such as tensions caused by political developments and bureaucracies.

q. Fessler, Donald R. Facilitating Community Change. La Jolla, California: University Associates, 1976.

This book draws on some long-accepted concepts in the field of group process as well as first-hand experience in organizing change efforts at the community, county, and multicounty level.

r. Houle, Cyril O. Continuing Learning in the Professions. San Francisco: Jossey-Bass, Inc., 1980.

An intensive analysis of continued learning in the professions, concentrating mainly on seventeen types of professionals. He traces the learning process and identifies basic approaches to learning and shows how the various settings in which professional work demand special educational strategies. 390 pp. Teacher--all levels.

s. Hiemstra, Roger. Lifelong Learning. Lincoln, Nebraska: Professional Educators Publications, 1976.

An exploration of adult and continuing education within a setting of lifelong learning needs. 114 pp. Teacher--all levels.

t. Havelock, Ronald G. & Havelock, Mary C. Training for Change Agents. Ann Arbor, Michigan: Institute for Social Research, 1973.

Provides rationale for training programs, gives indication of what trainers are trying to do, what types of learning experiences will be offered, and what types of outcomes can be anticipated. 249 pp. For designers of training programs.

u. Whitbourne, Susan K. & Weinstock, Comilda. Adult Development. New York: Holt, Rinehart & Wintson, 1979.

Contains information for students about the processes of growth in adulthood. Discusses the necessity of viewing adult development as an integrative, dynamic, and continuous process. 329 pp. Teacher--all levels.

v. Warren, Virginia B. A Treasury of Techniques for Teaching Adults. Washington, D.C.: National Association for Public Continuing and Adult Education, 1977.

A collection of tried and proven methods used by teachers of adults. Advice on how to make lesson plans, how to group your adult students, how to make your class varied and interesting, how to prevent students from dropping out. Group discussions are analyzed, and you are shown different ways to conduct them in order to reach different goals. 48 pp. Teacher--all levels of adult educators.

w. Wilson, Marlene. The Effective Management of Volunteer Programs. Boulder, Colorado: Volunteer Management Associates, 1979.

A practical guide to volunteer management. Shares a basic philosophy about people and how to treat them in a way that encourages growth and self-renewal in individuals and organizations. 197 pp. Teacher--all levels.

x. Lenz, Elinor. Creating and Marketing Programs in Continuing Education. New York: McGraw-Hill, Inc., 1980.

A practical, comprehensive, and thoughtful guide to successful program design and marketing in continuing education. Emphasizes the importance of creativity in the programming process and surveys the social changes and trends that give new shape and meaning to educating adults. 240 pp. Teacher--all levels of adult educators.

y. Rauch, David B. Priorities in Adult Education. New York: The Macmillan Company, 1972.

Gives direct and practical help in forming and improving programs in continuing education to meet the needs of both the individual and the community. 241 pp. Teacher--all levels.

z. Long, Huey B., Hiemstra, Roger, and Associates. Changing Approaches Studying Adult Education. An AEA Handbook in Adult Education. San Francisco: Jossey-Bass, Inc., 1980.

Documents and analyzes growing body of research emerging from multi-faceted field of adult education. Eight AE specialists provide contrasting but complimentary perspectives for viewing existing body of literature and plan future investigations. Discusses special difficulties encountered in planning and conducting AE studies. Covers historical, descriptive, and experimental designs for research. For all professionally concerned with education of adults.

I. TO PERFORM NON-INSTRUCTIONAL TASKS

COMPETENCY: 37. I maintain appropriate student records.

RESOURCES:

1. Printed Materials

   a. Texas Education Agency. Operating Guide for Adult Education Programs in Texas. Austin, Texas: Division of Adult and Continuing Education, Texas Education Agency, 1976.

      Section X establishes requirements regarding the making and maintaining of student records as well as their availability to the funding agency. Standard agency forms for reporting are recommended. Teacher--all levels.

   b. North Texas State University. Handbook for Teachers of Adults. Denton, Texas: Office of Adult/Continuing Education, College of Education, North Texas State University, 1974.

      Discusses required reports, instructions for completing (updated annually by TEA), suggested forms for collecting data, attendance records, class reports, and personnel data. Teacher --all levels.

   c. University of Texas at Austin. The Adult Performance Level Project: The APL Level Competency-Based High School Diploma Program. Austin, Texas: The Adult Performance Level Project, University of Texas at Austin, 1979.

      Chapter V: Excellent guideline for student portfolio. Contents which are applicable and adaptable for all adult education students in any program. Teacher--all levels.

2. People/Sites

   a. See "Directory of Adult Learning Centers" and "Directory of Co-op Directors in Texas".

I. TO PERFORM NON-INSTRUCTIONAL TASKS

COMPETENCY: 38. I create a physical environment conducive to learning.

RESOURCES:

1. Printed Materials

   a. Knowles, M.S. The Adult Learner: A Neglected Species. Houston, Texas: Gulf Publishing Company, 1978.

      Chapter 5: In establishing the climate conducive to learning, physical environment, human and interpersonal climate, and organizational climate are discussed. Teacher--all levels.

   b. Knowles, M.S. The Modern Practice of Adult Education. New York: Association Press, 1970.

      Chapter 11: Setting a climate for learning. Suggestions are given on physical facilities and their relationship to learner and learning. Teacher--all levels.

I. TO PERFORM NON-INSTRUCTIONAL TASKS

COMPETENCY: 39. I operate appropriate instructional equipment.

RESOURCES:

1. Printed Materials

   a. Curl, David H. Audiovisual Media. In Chester Klevins (Ed.) Materials and Methods in Adult Education. New York: Klevins Publications, Inc., 1972.

      Focus is on preparation, planning, timing, rehearsing, practice, skill and organization that are necessary for a good and worthwhile presentation.

   b. Reynolds, Rex. Educational Technology. In Chester Klevins (Ed.) Materials and Methods in Adult Education. New York: Klevins Publications, Inc., 1972.

      Reviews selection and purchase of equipment, training of personnel to use, storing and maintaining equipment, and the problems associated with learning by this means. Teacher--all levels.

   c. Reynolds, Rex. Still Projection and Audio Media. In Chester Klevins (Ed.) Materials and Methods in Adult Education. New York: Klevins Publications, Inc., 1972.

      Understanding the hardware and the software: designing, making, and mounting transparencies, techniques for using the overhead projector, slides, film strips, audio media, and step by step suggestions for successful use. Teacher--all levels.

COMPETENCY: 40. I participate in activities designed to strengthen the local adult education program.

RESOURCES:

1. Printed Materials

   a. Northwest Regional Educational Laboratory. Retention and Follow-up of Adult Students. Portland, Oregon: Northwest Regional Educational Laboratory, Adult Education Program, 1975.

      Contains glossary of terms for module data gathered in researching retention and follow-up of students with exhibits of instruments used for data. 99 pp. Teacher--all levels.

   b. Walden, B.L. Recruitment and Retention of the Adult Learner. Montgomery, Alabama: Alabama State Department of Education, 1975.

      A "how-to" book on the recruiting and retention of adult learners. 42 pp. All Adult educators.

2. Modules/Kits

   a. Learning Modules for Adult Educators: "Organizing Recruitment Campaigns". College Station, Texas: Adult and Extension Education, Texas A&M University, 1978.

      This modules assists in developing a systematic and effective program for recruiting students into adult education. Develops a step by step plan for recruiting students, and to evaluate the success of your recruiting program.

   b. Learning Modules for Adult Educators: "Public Relations and Your Program". College Station, Texas: Adult and Extension Education, Texas A&M University, 1978.

      Designed to acquaint the adult educator with the concept and use of public relations in the promotion of adult education programs. Enables the teacher to explain the program, utilize methods of publicity, critique methods, and how to plan a public relations strategy.

3. Audio/Visuals

   a. Maryland Tapes. The Maryland State Department of Education's Division of Instructional Television. Owings Mills, Maryland, 1975.

      "Recruitment and Retention" (Lesson 23): Identifies three stage recruitment process, three strategies for retention of enrollees, and auxiliary agencies for promoting an adult education campaign.

J. To Teach in the Life Coping Skills Program

COMPETENCY: 41. I identify the major concepts, characteristics, and procedures appropriate for a Life Coping Skills Program.

RESOURCES:

1. Printed Materials

a. Hall, Gene & Jones, Howard. Competency-Based Education: A Process for the Improvement of Education. Englewood Cliffs, New Jersey: Prentice-Hall, 1976.

This particular text is a basic reader for anyone interested in competency-based education. Although it was written originally for teacher education, the ideas and examples readily relate to instructors in any field.

b. University of Texas at Austin. The Adult Performance Level Project: Final Report: The APL Study. 1977. Adult Functonal Competency: A Study. 1975. APL Scope and Sequence Charts. 1977. The APL Level Competency-Based High School Diploma Program. 1979.

Major printed products of APL Project, Austin, giving the theory, developmental background and implementation guidelines for general competency-based educational programs; specifically, the APL competency-based High School Diploma Program. (For other materials, see listing of APL Project current staff under "People".) Revised in commercial form, APL Series now available from Harcourt Brace Javonievich, Inc., New York.

c. Nadler, Leonard. Developing Human Resources. Austin, Texas: Learning Concepts. 1970.

Encompasses a group of activities in which the job, the individual, and organization are interacting as each develops and changes. Explores the concepts of emerging nation, human relations, training, and consulting organizations, resources, and implication for education and development in today's society. 327 pp. Teacher level---experienced.

d. Parker, James & Taylor, Paul G. The Delphi Survey. Belmont, California: Fearon-Pitman Publishers, Inc. 1980.

CBAE through the eyes of leading educators. Perspectives on competency-based education. Study addresses adult's competency needs, effective progress, education services, least-educated adults, competencies vs. grade levels. CBAE legislation, planning, funding, and research. Teacher---all levels. 129 pp.

e. University of Wisconsin System. The RFD System. Madison: University of Wisconsin Extension Service. 1972.

Six-part series explaining educational system that can shape and personalize mass media to reach a disadvantaged (hard-to-reach) adult population. Mediated system, developed during three-year U.S. Office of Education project, University of Wisconsin Television Center, uses TV shows, print bulletins, radio programs, monthly almanac, toll-free problem-solving telephone service, and personal contact in the form of home visits. Teacher---all levels.

f. Tough, Allen. The Adult's Learning Projects. Austin, Texas: Learning Concepts. 1979.

Noted author describes his concept of adult learning in terms of Learning Projects, researched and studied in Canada. Gives focus on competency at goal-setting, self-planned learning, and accomplishments. 207 pp. All levels.

g. Campbell, Sally R. Age of Adaptation. Chicago, Illinois: Consumer Information Services of Sears, Roebuck, and Co. 1971.

Serves as a reference and resource of ideas and information to help teachers modify content and teaching methods. Focuses on differing learner needs while keeping pace in the changing marketplace. Many persons in various professional fields were consulted prior to publication. 105 pp. Teacher---all levels.

h. Hall, Betty L. Texas Survival. New York: Holt, Rinehart and Winston, Publishers. 1979.

Material is written as a reference guide for the basic skills necessary to begin an independent life as a resident of Texas. Deals with everyday situations which may arise Contains individual section assignments, review tests, glossary, and teacher's guide. 158 pp. Teacher---all levels.

i. Knowles, Malcolm. The Adult Learner: A Neglected Species. Houston: Gulf Publishing Company, 1978. Appendices e, i, and j.

Author discusses competency development for life roles; constructing models of competencies required to perform a role; and the diagnosis and planning necessary to have competencies that match role requirements.

j. Griffith, W.S. & Cervero, R.M. The Adult Performance Level Program: A Serious and Deliberate Examination. Adult Education. 1977, XXVII (4), 209-224.

Criticizes theoretical base of the Texas APL study, questions appropriateness of indices used by the project staff. Deals with historical aspects of adult functional competencies and examines APL tests and ACT versions in terms of construct, content, and empirical validity and reliability.

2. Modules and Kits

a. Learning Modules for Adult Educators: "Survival in Today's Society". College Station, Texas: Adult and Extension Education, Texas A&M University, 1976.

Self-contained multi-media package designed to introduce educators to the concept providing ideas for implementing APL activities in the ABE classroom or learning center.

3. People

a. Mr. Arnold Nored, APL Project, 521 Education Annex, The University of Texas at Austin, Austin, Texas 78712. 512-471-4623. (Also: Lois McGrath, Ron Lemay, Lewis Watkins)

b. Ms. Cheryl Rogers or Ms. Marilyn Brodie, Adult Learning Center, 104 Pine #310, Abilene, Texas 79601. 915-673-6585.

c. Mr. Bill Wathen, Harris County Department of Education, APL CBHSD Program, 6208 Irvington Blvd., Houston, Texas 77022. 713-695-5895.

d. Mr. Keith Mitchell, P.O. Box 125, Valley View, Texas 76272. 817-726-3244.

e. Ms. Jean Schwisow, Midland College Learning Center, 2600 N. Garfield, Midland, Texas 79701. 915-684-7851.

f. Ms. Judy Shadwick, Adult Learning Center, P.O.Box 3268, Vocational School Campus, Longview, Texas 75601. 214-758-2944.

g. Ms. Christine (Fee) Cavazos, 2500 Quince Street, McAllen, Texas 78501. 512-687-7871.

h. Mr. Lloyd Longnion, Comal Independent School District, 1421 Highway 81 East, New Braunfels, Texas 78130. 512-625-8081.

i. Mr. Danny DeGuire, Texas Tech University, Teacher Corps, College of Education, P.O. Box 4560, Lubbock, Texas 79409. 806-742-2307.

j. Mr. Steve Springer, Edgewood CBHSD Program, 216 Purcell, San Antonio, Texas 78237.

k. Ms. Michele Lewis, Houston Community College, 2800 South Main, Suite 401, Houston, Texas 77002. 713-524-3059.

l. Ms. Edy Lou Mayfield, Plainview Independent School District, P.O. Box 1540, Plainview, Texas 79072. 806-296-5563.

m. Ms. Valeria Cook. Ms. Frederica Leith, Region III Education Service Center, Gross Adult Learning Center, 1208 South Navarro, Victoria, Texas 77901. 512-573-6571.

n. Ms. Hope Richardson, La Vega Adult Learning Center, Region XII Education Service Center, P.O. Box 1249, Waco, Texas 76703. 817-756-7494.

o. Ms. Ora Flores, Valley View Plano Library, 2633 Evans Court, Plano, Texas 75075. 214-422-5745.

p. Ms. Norma Pimentel, Brownsville Independent School District, 1625 Price Road, Brownsville, Texas 78521. 512-546-3101, Ext. 77.

q. Ms. Susan Lundy, Wharton County Junior College, 911 Boling Highway, Wharton, Texas 77488. 713-532-4560, Ext. 64.

4. Sites:

   a. Adult Education Learning Center, Abilene Independent School District, P.O. Box 981, Abilene, Texas 79604. 915-673-6585.

   b. La Vega Adult Education Learning Center, Region XII Education Service Center, P.O. Box 1249, Waco, Texas 76703. 817-756-7494.

   c. Adult Education Learning Center, Region VII Education Service Center, P.O. Box 3268, Longview, Texas 75604. 214-758-2944.

   d. Adult Basic Education, Windham School District, TDC Box 40, Huntsville, Texas 77340. 713-295-6371.

   e. Edgewood External High School Diploma Program, 216 Purcell, San Antonio, Texas 78237. 512-436-2095.

   f. Harris County Department of Education, APL CBHSD Program, 6208 Irvington Blvd., Houston, Texas 77022. 713-695-5895.

   g. Brownsville Adult Learning Center, 1625 Price Road, Brownsville, Texas 78520. 512-546-2433.

J. To Teach in the Life Coping Skills Program

COMPETENCY: 42. I teach content needed to function as an adult in today's society.

RESOURCES:

1. Printed Materials

a. Adult Performance Level Project. The APL Series. New York: Harcourt Brace Jovanovich, Inc. 1979.

Materials developed by the staff of the Adult Performance Level Project at the University of Texas at Austin. A competency-based instructional program that covers five knowledge areas: consumer economics, community resources, health, occupational knowledge, government and law. Contains reading books, workbooks, teachers' manual, and teachers' kit. Teacher---all levels.

b. Adult Performance Level Project. The Adult Performance Level Scope and Sequence Charts. Austin, Texas: The University of Texas. 1976.

Presents scope and sequence of curriculum developed for the teaching of each of the APL objectives.

c. Novakouski, Dianne. Be Informed Series. Syracuse, New York: New Readers Press. 1974.

Loose-leaf notebook of units divided areas of practical knowledge of adult concern. Includes resources, health, wise buying, marriage, etc. Lists teaching aids with addresses for ordering, free or at nominal cost. Teacher---all levels.

d. Harding, Mildred & Thomas, Claire. Adult Performance Level in Adult Basic Education. Jacksonville, Florida: Florida Junior College at Jacksonville. 1978.

Curriculum guidebook for APL in ABE, focusing in the five skill areas in which an adult should be able to function effectively. Includes philosophy, sources of information, ESL in APL, and reading tests, word lists, and readability indices.

e. Schoenfeld, David & Natell, Arthur A. The Consumer and His Dollars. Dobbs Ferry, New York: Oceana Publications, Inc. 1970.

Hardcover text explains the roles of government, consumer, and private agencies. Our nation's free enterprise system will be improved as the individual gets increased benefits from wise consumer decisions. 350 pp. Intended audience---high school, college, adult education. Teacher---beginning or experienced.

f. Rusthoi, Daniel. Prevocational English. Silver Spring, Maryland: Institute of Modern Languages, Inc. 1970.

Texts, workbooks, and teacher's guides. Designed for second language acquisition using the approach developed by the Institute called Situational Reinforcement. Useful with any learner with limited language facility who is preparing for a vocation. Teacher---all levels.

g. Dare, Beatrice F. & Wolfe, Edward J. Accent/The World of Work. Chicago: Educational Opportunities Division, Follett Educational Corporation. 1966.

"Getting That Job", one of a series of booklets for work preparation, is divided into lessons related to job hunting, interviewing, and landing a job. Planned for learner at basic level. 24 pp. Teacher---beginning level.

h. Dubnick, Phyllis. A Job for You. Austin, Texas: Steck-Vaughn Company. 1967.

Practical reading material that provides sound advice on how to apply for a job and how to get along successfully on the job. 113 pp. Teacher---beginning level.

i. Center for Vocational Education. Assist Students in Applying for Employment or Further Education, Module F-5. Athens, Georgia: American Association for Vocational Instructional Materials. 1977.

Module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. Includes objectives, prerequisites, resources, and learning experiences. Teacher---all levels.

2. Modules/Kits

a. Brown, Gail, et al. Adult Competency Education, Instruction Modules in Consumer Economics. Practicum in Adult Education. University of the District of Columbia.

Instructional module for competency-based adult education. Developed by fifteen professionals in the field selected by the State Director of Adult Education. Focus on the advancement of basic skills through medium of consumer economics. Teacher---all levels.

3. People: See Competency J, #41 for list of People.

4. Sites: See Competency J, #41 for list of Sites.

J. To Teach in the Life Coping Skills Program

COMPETENCY: 43. I teach processes needed to function as an adult in today's society.

RESOURCES:

1. Printed Materials

a. Rousseau, Meredith. ABLEST - Adult Basic Literacy Educational Skills Text. A 309 Adult Education Project. Lancaster, PA 1976.

Set of booklets emphasizing the application of classroom learning to life situations. Included is health, money management, occupations, communications, community services. Many pictures, with passages written in English, Vietnamese, and Spanish. Teacher---beginning.

b. Royce, Sherry & Ellenberg, Donna. Adult Education Pre-Retirement Rehearsal Project. Lancaster-Lebanon Intermediate Unit 13, Pennsylvania.

Five units of reproducible lessons [illegible] to be considered before or after retirement. Activities, exercises, idioms, answer sheets, and additional resources are included. Teacher---all levels.

c. Dauzat, Sam V. & Bryant, Nerissa. Competency-Based Adult Education. Ruston, Louisiana: State Department of Education, Adult Education Program.

One hundred four sample activities serving as a frame of reference from which the teacher can build a total skill-based curriculum. Offers the student opportunity to apply reading, writing, computation, and/or problem solving skills. Teacher---all levels. 332 pp.

d. Paige, Joseph C. The Context for a Relevant Curriculum. In Chester Klevens (Ed.), Materials & Methods in Adult Education. New York: Klevens Publications, Inc. 1972.

Considers the dimension of "community" in respect to curriculum, recognizing that certain problems are unique to certain groups in their focus and intensity. Curriculum inputs must focus on the individual community context.

e. Page, James A. Using Your Library As a Community Resource. In Chester Klevens (Ed.), Materials & Methods in Adult Education. 1972.

Explains the role of the public library in providing information with which adults can gain broad knowledge for assessing and evaluating all areas of his life. Gives some history of public library inquiry and federal assistance for strengthening public libraries.

f. The National Center for Research in Vocational Education. Demonstrate a Manipulative Skill, Module C-16. Athens, Georgia; American Association for Vocational Instructional Materials. 1978.

Presents learning experience for teachers to aid in their becoming competent in teaching manipulative operations. Demonstrations may be defined as visualized explanations of important facts, ideas, or processes.

2. Modules/Kits

a. Learning Modules for Adult Educators; "Developing Helping Skills". College Station, Texas. Adult and Extension Education, Texas A&M University, 1976.

A self-contained multi-media package designed for use with small group or individual. Aids in developing specific techniques for teachers who seek to help learners with concerns and problem solving.

3. Audio-Visuals

a. Maryland Tapes. The Maryland State Department of Education's Division of Instructional Television. Owings Mills, Maryland. 1975. Learning Acitivity #6.

Offers tools for effective communication in groups of adults, and ways to increase self-worth in learners. Teacher---all levels.

f. Lanning, Frank W., & Many, Wesley A. (Eds.). Basic Education for the Disadvantaged Adult. Dallas: Houghton Mifflin Company, 1966.

A collection of readings focuses on the nature of the illiteracy problem, the social implications of illiteracy, psychological factors of adult learning, appropriate techniques, materials, and methods for the adult learner, and review of several basic education programs. 411 pp. Teacher--all levels.

g. Mezirow, J., Darkenwald, G.G. & Knox, Alan B. Last Gamble on Education. Washington, D.C.: Adult Education Association of the U.S.A., 1975.

The result of two years of research on adult basic education (ABE) as conducted through the public schools in larger cities of the United States. Discusses the uniqueness of student characteristics, teacher rankings of ABE goals, counselors, and paraprofessionals. Includes survey instruments. 206 pp. Teachers--experienced.

h. Smith, Edwin H. Literacy Education for Adolescents and Adults. San Francisco: Boyd & Fraser Publishing Company, 1970.

Field-tested practices and principles derived from recent research for recruiting students, for organizing learning experiences, for diagnosing student problems, for teaching, and for arranging classrooms. A concise summary of the history of literacy education, its social significance, and methods, materials, and techniques for teaching adults.

2. Modules/Kits

a. Maryland Tapes. The Maryland State Department of Education's Division of Instructional Television. Owings Mills, Maryland, 1975.

Lesson 1: Brief history of the beginning of adult basic education, the target population and the task, and methodological approaches to instruction.

Lesson 29: Illustrates the meaning of a disability in language communication and the multi-sensory approach for teaching an adult with a language disability.

3. People

a. Mr. Bob Allen, Director, Division of Adult and Community Education Programs, 201 East 11th Street, Austin, Texas 78701. 512-475-3891.

b. (1) Mr. William D. Reddell, Director, Adult Education Resource Center, Lubbock Independent School District, 2013 13th Street, Lubbock, Texas 79401. 806-765-9338. (President, Texas Association for Continuing Adult Education.)

(2) Mr. Noe Carrillo, Director, Adult Education, McAllen Independent School District, 2500 Quince Street, McAllen, Texas 78501. 512-687-7871. (In-coming President, TACAE, 12-1-80.)

(3) Ms. Clairce Claiborne, Director, Adult Education, Odessa College, P.O. Box 3752, Odessa, Texas 79760. 915-337-5381, Ext. 300. (In-coming President-Elect, TACAE, 12-1-80.)

(4) Other in-coming TACAE officers and directors: Emory Debose, Jr., Vice-President, Waco; Maija Wimer, Secretary, Wichita Falls; Ross Rucker, Treasurer, College Station; Linda DuPree, Director, Houston; David Fox, Director, Killeen; Lloyd Longnion, Director, New Braunfels.

c. Dr. Robert A. Fellenz, Interdisciplinary Education, Adult and Extension Division, Texas A&M University, Room 721 Harrington Education Center, College Station, Texas 77843. 713-845-6816. (Additional Adult Education faculty: Dr. Don F. Seaman, Coordinator, IDED; Dr. Paulette Beatty; Dr. Al B. Campbell; Dr. Barbara N. Stone.)

d. Dr. Carol E. Kasworm, Department of Curriculum and Instruction, University of Texas at Austin, Austin, Texas 78712. 512-471-4285.

e. Dr. Ron Newsom, Adult/Continuing Education, College of Education, North Texas State University, Denton, Texas 76203. 817-788-2043.

f. Dr. Mark Walsh, Director, the South Texas Adult Education Center, Texas A&I University, Kingsville, Texas 78363. 512-595-3203.

4. Sites

a. Interdisciplinary Education, Adult and Extension Division, Texas A&M University, College Station, Texas 77843. 713-845-6816.

b. Department of Curriculum and Instruction, the University of Texas at Austin, Austin, Texas 78712. 512-471-4285.

c. Adult and Continuing Education, College of Education, North Texas State University, Denton, Texas 76203. 817-788-2043.

d. The South Texas Adult Education Center, Texas A&I University, Kingsville, Texas 78363. 512-595-3203.

COMPETENCY: 45. I teach fundamental elements of reading.

RESOURCES:

1. Printed Materials

a. Adult Basic Education: A Guide for Teachers and Teacher Trainers. Washington, D.C.: The National Association for Public School Adult Education, 1973.

Contains sections on techniques for teaching reading to adults, comprehension of written materials, and informal reading inventories. Teacher--beginning level.

b. Adult Basic Education Handbook. Portland, Oregon: Northwest Regional Educational Laboratory, 1977.

A section on curriculum and one on materials outlines factors involved in reading, steps to word-attack skills, teacher materials, procedures and test-taking. Teacher--beginning level.

c. Basic Education: Teaching the Adult. Maryland State Department of Education: Owings Mills, Maryland, 1975.

Part III includes diagnosing for reading placement, skills, materials, and techniques for the language experience approach. Outlines ways of teaching word recognition and reading comprehension, including purposes, influencing factors, and questions and activities. Teacher--beginning level.

d. Bowren, Fay R., & Zintz, Miles V. Teaching Reading in Adult Basic Education. Dubuque, Iowa: William C. Brown Company Publishers, 1977.

Speaks in depth to the physical, psychological, social, and attitudinal factors of the under-educated adult. Assessing reading needs and developing reading skills for the adult learner comprise a major part of the book. Useful appendices provide sources of materials, evaluation forms, readability formulas, reading inventories, vocabulary lists for older learners, etc. Teacher--all levels.

e. Colvin, Ruth J. & Root, Jane H. Tutor, Techniques Used in the Teaching of Reading. Syracuse, New York: Literacy Volunteers of America, Inc., 1972.

Provides the inexperienced tutor with a professional approach to evaluating for placement and achievement, planning an instructional lesson, using four instructional methods, and acquiring sensitivity to the non-reader. 96 pp. Teacher--beginning.

f. Dinnan, James A. & Ulmer, Curtis (Eds.). Teaching Reading to the Disadvantaged Adult. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971.

Presents ways of determining an adult's readiness for learning to read, basic reading skills, visual and auditory discrimination, visual-motor coordination, written symbolic code, and comprehension. Discusses the organizing necessary for instructing an adult group. 48 pp. Teacher--beginning level.

g. Harding, Mildred & Thomas, Claire. Adult Basic Education APL. Jacksonville, Florida: Florida Junior College at Jacksonville, 1978.

Chapter VI explains reading in the APL-ABE program, focusing on survival reading. Gives reading tests, readability of materials, and word lists. Includes reading for ESL students. Teacher--all levels.

h. Newman, Anabel P. Adult Basic Education Reading. Boston: Allyn and Bacon, Inc., 1980.

A syntheses of ideas from projects on which the author has worked and personal experience in the classroom. Each chapter begins with a brief biographical account of an actual ABE student. Gives role of the instructor in knowing, assessing, keeping records, setting goals, planning resources, and implementing a basic reading program for adults. 235 pp. Teacher--all levels.

i. Ryan, Angela P. (Ed.). Reading for Comprehension. New York: Cambridge Book Company, 1971.

A reading program, divided into units to show different approaches to reading. Texts have exercise materials, drills, and explanations of more specialized kinds of reading.

j. Sartain, Harry W. & Stanton, Paul E. (Eds.). Modular Preparation for Teaching Reading. Newark, Delaware: International Reading Association, 1974.

Incorporates the principle of individual differences into teacher education in two dimensions. First, the modules provide for differences in both the previous learnings and mastery rate of those being trained to teach reading. Second, the modules provide a variety of delivery systems so that teacher educators may adapt the modules according to their own strengths. 309 pp. Teacher--pre-service and in-service.

k. Smith, Edwin H. & Culyer, Richard C. Teaching Reading to Adults. New York: Simon & Schuster, Inc., 1975.

The undereducated adult learner and functional literacy are defined, and the goals and stages of reading are clarified. Approaches to reading instruction are explained, as well as the evaluation of literacy materials. 101 pp. Teacher--beginning level.

2. Modules/Kits

a. Dart Developing Adult Reading in Texas. Denton, Texas: College of Education, 1977.

Training modules are as follows:

Comprehension - instruction in reading for meaning and understanding

Vocabulary - instructional techniques in acquiring knowledge and usage of new words

Motivation - provision of incentive for reading for various purposes

Word Attack - skills in teaching recognition of words and how to decode through phonic and structural analysis.

Readability - ease with which materials are read and understood.

Diagnosis - means of determining a student's reading level and evaluating his progress.

Reading Approaches - various methods of teaching reading to adults

Listening Skills - comprehension of orally presented materials

Study Skills - instruction in following directions and fulfilling class assignments.

b. Maryland Tapes. The Maryland State Department of Education's Division of Instructional Television. Owings Mills, Maryland, 1975.

Lesson 11: Describes steps in the process of reading for comprehension, and suggests strategies for diagnosing reading achievement.

Lesson 12: Describes steps and uses of the language - experience approach, and suggests activities for developing functional reading experiences.

Lesson 13: Lists and illustrates word-attack strategies for adults in approaching unknown words.

Lesson 14: Illustrates the application of critical thinking and critical reading skills for recognizing four common propaganda techniques.

Lesson 29: Illustrates the meaning of a disability in language communication and the multi-sensory approach for teaching an adult with a language disability.

COMPETENCY: 46. I teach lessons on spelling and grammar.

RESOURCES:

1. Printed Materials

   a. Alger, Ralph K. Basic Skills in Grammar. New York: Cambridge Book Company, 1976.

      Fundamentals of grammar are divided into four sections, covering the basic rules, the structure of sentences, correct usage regarding tense and voice of verb, agreement of subject, and other parts of speech, and punctuation and capitalization. Amusing illustrations, diagnostic tests, practice exercises, and mastery tests. 124 pp. Teacher--beginning level.

   b. Pastva, Sister Agnes Ann. Signposts. New York: Cambridge Book Company, 1976.

      Deals with points of English usage that give problems. Grammar and mechanics are emphasized in an attractive format. 122 pp. Teacher--beginning level.

   c. Spelling. New York: Cambridge Book Company, 1976.

      Can be used with an instructor's guidance or independently. Gives helpful rules for improving spelling, exercises to enable the correction of faults, lists of spelling demons, diagnostic tests at the beginning of each lesson, and mastery tests after lessons. 187 pp. Teacher--beginning level.

   d. Wright, Andrew. Visual Materials for the Language Teacher. London: Longman Group Limited, 1976.

      Visual pictures play a role in language learning. Language as concepts has semantic meaning and formal meaning; visual materials are one source of help in clarifying concepts. 147 pp. Teacher--all levels, of basic and ESL students.

COMPETENCY: 47. I teach oral and written communication skills.

RESOURCES:

1. Printed Materials

a. Alexander, L.G., Kingsbury, Roy, & Chapman, John. Take A Stand. New York: Longman, Inc., 1978.

Provides guided discussion for students of English. Topics are mainly serious, even controversial. Some texts are suitable for speed-reading or scanning, teacher can use for dictation or composition assignment, but overall objective is to develop discussion skills with a range of topics of universal concern.

b. Alexander, L.G., et al. Talk It Over. New York: Longman, Inc., 1978.

Guided oral practice for students of formal English. Provides a framework through which teacher can introduce a topic, clarify issues involved, and stimulate a discussion. Lessons have been selected for their relevance to contemporary life. 61 pp. Teacher --all levels.

c. Basic Education: Teaching the Adult. Maryland State Department of Education. Owings Mills, Maryland, 1975.

Lesson 17 of the work manual which accompanies the television series produced by Maryland Division of Instructional Television. Emphasis in teaching handwriting is on legibility and content. Bibliography is included. Pp. 213-222. Teacher--beginning level.

d. Egan, Gerard. You & Me. Belmont, California: Wadsworth Publishing Company, Inc., 1977.

Intended for people who wish to improve interpersonal awareness and skills. Participation in small group experience designed to develop good communication skills. 341 pp. Teacher--all levels.

e. Heaton, J.B. Beginning Composition Through Pictures. London: Longman Group Ltd., 1975.

Written by students learning English as a foreign language; can be used with ABE learners. Pictures are used for teaching new vocabulary and structures by providing basic ideas and material for his composition. Steps for teaching conversations are included. 64 pp. Teacher--all levels.

f. Mathis, Phyllis. Increase Your Vocabulary. New York: Cambridge Book Company, 1976.

Helps learners to acquire new works, to clarify meanings of words that are vaguely familiar, and to recognize subtle shades of difference between words. Exercises give practice in using new words. 124 pp. Teacher--all levels.

g. Turner, Richard H. The Letters You Write. Chicago: Follett Publishing Company, 1966.

One of Turner-Livingston Communication Series, uses aptitude tests, word matching, verbs, true or false, crossword puzzle, alphabetizing, etc., for teaching the writing of personal letters, invitations, applications, business letters, and postal cards. 49 pp. Teacher--beginning.

COMPETENCY: 48. I teach mathematic skills.

RESOURCES:

1. Printed Materials

   a. Adult Basic Education Handbook: A Resource for Administrators, Teachers and Counselors. Portland, Oregon: Northwest Regional Educational Laboratory, 1977.

   b. Rusthoi, D. Speaking of Numbers: Skillbuilding in English and Arithmetic. Silver Spring, Maryland: The Institute of Modern Languages, Inc., 1979.

      The worktext is intended for use with two groups of students: (1) beginning English as a Second Language students who are studying English and basic mathematic skills; and (2) native speakers of English, who require remediation and reinforcement in numbers and arithmetic operations. Has controlled basic linguistic presentation. 149 pp. and answer key. Teacher--any level, especially beginning.

L. To Teach in the General Educational Development Program

COMPETENCY: 49. I identify the major concepts, characteristics, and procedures appropriate for a General Education Development Program.

RESOURCES:

1. Printed Materials

a. Seaman, Don F., Dutton, Donnie M., & Ulmer, Curtis. The High School: Establishing a Successful GED Program. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972.

An overview of GED program significance; addresses state testing procedures, eligibility requirements, information needed by students, content areas, test scores required, preparatory classes, and effective program of instruction. For all adult educators.

b. "General Introduction". The High School Equivalency Examination. New York: Cambridge Book Company, 1978.

A ten-page, loose-leaf summary of the GED program, the new test, comparison and significant differences of old and new test, how test is scored, score requirements, general content of new test, and a close look at science, social science and reading skill test sections. For all teachers of GED.

c. Texas Education Agency. The GED Testing Program and Certificate of High School Equivalency in Texas. Austin, Texas: The GED Testing Program, Texas Education Agency, 1979.

A brochure listing requirements for GED test and the sites in Texas where test is given. For all adult educators.

d. General Educational Development. Teacher's Manual. Washington, D.C.: GED Testing Service of the American Council on Education, 1979.

A manual describing GED Testing Program, the practice tests, analysis and interpretation of tests, guidelines for using practice tests, questions and answers about the tests, and policies of state educational departments and official testing centers. 27 pp. For teachers of GED. Sets of official GED practice tests, Form A and B, for use with above manual. For teachers of GED.

e. Herring, C. Warming Up for the GED. Seattle, Washington: The General Educational Development INstitute, 1978.

Formerly entitled: "Mind in Motion: Getting Ready for the GED Test", develops reading and writing skills necessary for GED tests. Reading level of passages varies from 6th to 8th grade level. Acclaimed as a more efficient way of acquiring reading and writing skills as opposed to teaching grammar rules. For GED teachers.

_____. The GED Handbook (Revised). Seattle, Washington: The General Educational Development Institute, 1978.

Field tested on all forms of the new GED Test. Covers questions and answers about the test, student questionnaire, half-length predictive tests, scoring, and guidance. For GED Teachers.

2. Audio/Visuals

a. Maryland Tapes. The Maryland State Department of Education's Division of Instructional Television. Owings Mills, Maryland. 1975.

Lesson 28. Explores educational and vocational opportunities beyond ABE and psychological factors involved in setting goals.

COMPETENCY: 50. I teach reading and writing skills beyond the elementary level.

RESOURCES:

1. Printed Materials

a. Cass, Angela W. (Ed.). Introduction To Reading. New York: Cambridge Book Company, 1972.

An example of graded pre-GED preliminary study in reading for examination in social studies, natural sciences, and literature. 213 pp. All GED teachers.

_____. Introduction to English. New York: Cambridge Book Company, 1972.

Reviews grammatical structure, punctuation, vocabulary and dictionary skills, and spelling rules. 188 pp. All GED teachers.

b. Smith, Edwin H., and Culyer, Richard C. Teaching Reading to Adults. New York: Simon and Schuster, Inc., 1975.

Presents an introductory understanding of right to read, stages of reading, decoding, word and context processing, approaches to reading instruction, organizing for instruction, preparing and evaluating adult literacy materials. 104 pp. For all GED teachers.

c. Mangrum, Charles T. (Ed.) Teaching Reading Skills Through the Newspaper. Newark, Delaware: International Reading Association, 1971.

Bristles with concrete suggestions for making newspaper reading an integral part of reading program. Shows how newspaper can be used to develop virtually entire range of reading skills. 50 pp. All GED and adult teachers.

d. Johns, Jerry L., and Associates. Assessing Reading Behavior: Informal Reading Inventories. Newark, Delaware: International Reading Association, 1977.

An informal reading inventory is described as a nonstandardized individual test often constructed by the classroom teacher. Therefore, sources included in this bibliography were chosen on basis of their potential to increase understanding for beginning as well as experienced teachers. 36 pp. For GED and reading teachers of all levels.

e. Holden, Walter. Writing Patterns. New York: Cambridge Book Company, 1979.

Contents include: Writing with sentences, verbs, expanding and combining sentences, phrases and clauses, word agreement, complete and varied sentences, writing with strong sentences, using right words, chronological and logical order. 188 pp. For GED teachers.

COMPETENCY: 51. I teach social studies, science, and mathematics.

RESOURCES:

1. Printed Materials

a. Cass, Angelica W. (ed.). Introduction to Arithmetic. New York: Cambridge Book Company, 1972.

A guide to the use of numbers and arithmetic problem solving; addition, subtraction, multiplication, division, fractions, decimals, measures, and how to evaluate progress. 180 pp. For GED teachers.

b. Greenfield, Leni, Nogueira, Flynn, Eufinger, Barbara, & Montalto, Barbara. Improving Math Competence. New York: Cambridge Book Company, 1978.

A competency-based approach to learning how to use numbers and solving math problems in adult life situations. Stimulating and motivating for chose who have an avoidance for traditional math formats. Companion book is entitled: "Reaching Math Competence". 348 pp. For GED teachers.

c. Wiley, Bennie L. Basic Math: An Individualized Course. Sunnyvale, California: Westinghouse Learning Press, 1976.

Suggested guide for remedial teaching/learning in problem areas of math with emphasis on diagnostic survey of individual need, self-pacing, assumption of learning responsibility, and self-evaluation. 433 pp. For GED or ABE teachers.

L. To Teach in the General Educational Development Program.

COMPETENCY: 52. I prepare the learner for the GED testing.

RESOURCES:

1. Printed Materials

a. Sale, Donald S. and Associates. The High School Equivalency Examination. New York: Cambridge Book Company, 1978.

A comprehensive and carefully structured teaching program for all sections of GED test; includes instructional teaching, testing, self-evaluating program, and tips on test-taking. 576 pp. For teachers of GED.

b. Gruber, Edward C. New High School Equivalency Test. New York: Monarch Press, 1979.

Oriented to new GED test, includes three full-length (6-hour) practice tests, with same level of difficulty as actual test, along with review instructions on all five test areas. Also includes 1,000 word list. 458 pp. For GED teachers.

c. Cambridge Book Company. The Reading Skills Test. New York: Cambridge Book Company, 1978.

_____. The Writing Skills Test.

_____. The Social Studies Test.

_____. The Mathematics Test.

_____. The Science Test.

A series of individual books designed for preparation in each of the five test areas, all with appropriate instruction and practice drill.

2. Modules/Kits

1. Learning Modules for Adult Educators: "The GED Test: What Is It?" College Station, Texas: Adult and Extension Education, Texas A&M University, 1976.

Orientation and Rationale. Comprehensive, descriptive overview of module contents highlighting primary concerns in approaching GED as a content area for teaching. For teachers of GED.

2. Modules/Kits

a. Learning Modules for Adult Educators: "The GED Test: What Is It?" College Station, Texas: Adult and Extension Education, Texas A&M University, 1976.

Orientation and Rationale. Comprehensive, descriptive overview of module contents highlighting primary concerns in approaching GED as a content area for teaching. For teachers of GED.

COMPETENCY: 53. I identify the major concepts, characteristics, and procedures appropriate for an English As A Second Language Program.

RESOURCES:

1. Printed Materials

a. Bartley, Diana E. (Ed.). The Adult Basic Education TESOL Handbook. New York: Collier Macmillan International, Inc. 1979.

A scholarly, yet down-to-earth composite of articles by outstanding individuals in the field of adult education. Addresses ABE's many-faceted aspects whether they be basic English, English as a second language, foreign-language teaching, or issues of literacy. 272 pp. Teacher---all levels.

b. Ilyn, Donna & Tragardh, Thomas (Eds.). Classroom Practices in Adult ESL. Washington, D.C.: Teachers of English to Speakers of Other Languages. 1978.

A collection of articles meant to stimulate the Adult ESL teacher into utilizing and developing new techniques and materials to assist students in coping with a new society and culture. 209 pp. Teacher ---especially beginning level.

c. Norris, William E. TESOL Guidelines for the Preparation of ESOL Teachers with Comments. In John Fanselow & Light, Richard (Eds.), Bilingual, ESOL and Foreign Language Teacher Preparation: Models, Practices, Issues. Washington, D.C.: Teachers of English to Speakers of Other Languages. 1977.

An anthology reflecting different perspectives in teacher education and the need for drastic reforming to be based on needed research in the field.

d. Dubin, Fraida, & Olshtain, Elite. Facilitating Language Learning. New York: McGraw-Hill International Book Company. 1977.

Authors recognize teachers as people who facilitate learning rather than as a source of all knowledge. Teachers are seen as participants with students in the learning process. Clear usable answers to questions teachers raise are presented in this methodology text. 249 pp. Teacher---all levels.

e. Allen, Robert L.; Burt, Marina K.; Finocchiaro, Mary; Paulston, Christina Bratt; Tucker, Richard G. & Yorkey, Richard. The Human Factors in ESL. Washington, D.C.: Teachers of English to Speakers of Other Languages. 1977.

Views human factors in the language learning process as significant as teaching materials. Research and experience are revealing new insight into the nature of language learning because of increasing awareness of the social and political components of language. 100 pp. Teacher ---all levels.

f. Land, Geoffrey. My Word. London: Longman Group Limited. 1977. 96 pp.

Soft-cover book, selection of short passages, modern, up-to-date English, for student of English. Shows different idiomatic ways in which words are commonly used in English. For more advanced learner of language. Teacher---all levels.

g. Weiner, Solomon. American Idioms. New York: Regents Publishing Co. 1958. 112 pp.

Book contains over 1200 commonly-used American idioms. A reference, lists compound words and expressions with idiomatic meanings, defines it and illustrates actual use in sentence. Material can be used with persons attempting to understand and/or master language. Teacher--- all levels. Especially for the beginning teacher.

h. Dixson, Robert J. Practical Guide to the Teaching of English. Regents Publishing Co., Inc.

Softcover text, Chapters 1,2, and 3. Outlines general principles for teaching foreign languages subscribed to by UNESCO (United Nations Educational Scientific and Cultural Organization). Oral, active methods, games, visual aids, language laboratories, flash cards, workbooks recommended for daily activities. Teacher---all levels.

i. Blatchford, Charles H. & Schachter, Jacquelyn (Eds.). On TESOL '78, EFL Policies, Programs, Practices. Washington, D.C.: TESOL. 1978.

Included is a survey of the profession, theory and practice, socio-political factors, and experimental research. Classroom considerations include evaluating students' progress, aiding ESL reading comprehension, and adapting teaching materials. Teacher---all research or professional-minded. 264 pp.

j. Brown, H. Douglas; Yorio, Carlos Alfredo & Crymes, Ruth H. (Eds.) On TESOL '77, Teaching and Learning English As A Second Language: Trends in Research and Practice. Washington, D.C.: Teachers of English to Speakers of Other Languages. 1977.

A volume of selected papers from the '77 TESOL Convention. Focuses on teaching and learning processes, reflecting the innovative flavor of research and practice in the profession. A comprehensive representation of the state of the art. 320 pp. Teacher---experienced.

2. Modules/Kits

a. Learning Modules for Adult Educators: "Teaching English as a Second Language: Conversational". College Station, Texas: Adult and Extension Education, Texas A&M University, 1976. Learning Activity #1, 4, and 5.

Self-contained, multi-media package describing a variety of activities for ESL classroom. Language used for teaching, assessing materials, introducing variety. Designed for small group or individual. Contains

manual, slide/tape presentation, texts, workbooks, group-use booklets, and exercises. For teachers at all levels.

b. ACT Module: "English Second Language". Ft. Collins, Colorado: Project ACT, Resource Information System, Liberal Arts, Colorado State University, 1972.

Module for adult educators to implement teaching of all phases of ESL; featuring three units: 1) introduction to basic language concepts; 2) general goals for ESL program, and 3) specific objectives of ESL Programs and process steps for ESL students. For teachers without previous experience.

3. People

a. Christine Fee Cavazos, 2500 Quince Street, McAllen, Texas 78501. 512-687-7871.

b. Karen Fontenot, Region XI Education Service Center, 3001 North Freeway, Fort Worth, Texas 76106. 817-625-6187.

c. Linda Dupree, Houston Community College, 2800 South Main, Suite 401, Houston, Texas 77002. 713-524-3059.

d. Anna Peterson, 209 North Water, Corpus Christi, Texas 78401. 512-883-9288.

e. Barbara Dogger, 2320 Spring Hill Drive, Dallas, Texas 75228. 214-327-2408.

f. Dr. Barbara Gonzales, Univ. of Texas at San Antonio, Dept. of Education, San Antonio, Texas 78284. 512-691-4412.

g. Dr. Noe Flores, Dept. of Education, Texas Wesleyan College, Fort Worth, Texas 76106. 817-534-0251.

h. Dr. Charles Martin, Prof. of Linguistics, North Texas State University, English Department, Denton, Texas 76203. 817-788-2254.

i. Dr. Bill Martin, Bilingual Education Director, North Texas State University, College of Education, Denton, Texas 76203. 817-788-2254.

j. Dr. Rudy Rodriquez, Bilingual Director, College of Education, Department of Curriculum and Instruction, Texas Women's University, Denton, Texas 817-387-0412.

k. Francisco Saldivar, Brownsville I.S.D., 1625 Price Road, Brownsville, Texas 78521. 512-546-2433.

l. Michele Sabino, 311 West Park, Devine, Texas 78016. 512-663-9476.

m. Dr. Carolyn Kessler, Division of Bilingual-Bicultural Studies, University of Texas at San Antonio, San Antonio, Texas 512-691-4426.

n. Edna Soulas, Adult Learning Center, 3902 Morgan, Corpus Christi, Texas 78405.

4. ESL Sites

   a. McAllen Adult Learning Center, 2500 Quince Street, McAllen, Texas 78501. Contact: Christine Fee Cavazos

   b. Adult Learning Center, 2903 Morgan, Corpus Christi, Texas 78405. Contact: Tina Whitney (separation of Bilingual and ESL).

   c. Adult Learning Center #2, West End Multi-Service Center, 1226 Northwest 18th Street, San Antonio, Texas 78207. Contact: Ms. Zena Taylor.

   d. Refugee Language School, Alamo Heights Presbyterian Church, San Antonio, Texas 78209. Contact: Ms. Rose Newton (Language for Cambodian Boat People).

   e. Lubbock Adult Education Resource Center, 2013 13th Street, Lubbock, Texas 79401. Contact: Carol Escue.

   f. Adult Basic ESL Center, 3400 Garden Lane, Dallas, Texas 75215. Contact: Margaret Williams (ESL for Russians, Iranians, others).

   g. Walker County Adult Learning Center, 2209 Cedar Lane, Huntsville, Texas 77340. Contact: Judy Olson.

   h. Adult Learning Center, 1625 Price Road, Brownsville, Texas 78521. 512-546-2433.

COMPETENCY: 54. I promote oral communication and comprehension.

RESOURCES:

1. Printed Materials

a. Holdzkom, David. Ideabook: A Resource Manual for Teachers of English As A Second Lanugage. Silver Spring, Maryland: Institute of Modern Languages. 1979.

Activities 1-14. Describes classroom activities, materials needed, procedure, and variation. Addresses some general problems of ESL classes and suggests activities which have been used effectively. Pp. 1-24. Teacher---all levels.

b. Croft, Kenneth (Ed.) Readings on English as a Second Language. Cambridge, Massachusetts: Winthrop Publishers, Inc. 1972.

Collection of readings which reflect experience, observations, and opinions of practicing teachers and teacher-trainers, provides a representative sample of professional writing in the second-language field. Includes cultural thought patterns of psycholinguistic concepts. 436 pp. Teacher---advanced.

c. Bright, J.A. & McGregor, G.P. Teaching English as a Second Language. London: Longman Group Ltd. 1970.

A practical book for use with those who are beyond the beginning stage of learning English as a foreign language. Techniques and procedures that have been used extensively in the classroom. 283 pp. Teacher ---experienced.

d. Paulston, Christina Bratt & Bruder, Mary Newton. Teaching English as A Second Language. Cambridge, Massachusetts: Winthrop Publishers, Inc. 1976.

Is not theoretical in orientation, but does distinguish between approach, method, and technique. Discusses efficient techniques and procedures in language learning from beginning level through intermediate to advanced levels. Practical drills are designed to aid effective communication in every day situations. 255 pp. Teacher--- all levels.

e. Colfin, Ruth. I Speak English. Syracuse, New York: Literacy Volunteers of America, Inc. 1976.

Handbook provides drills, teaching techniques, testing forms, and tutor competency evaluation for volunteer tutors of ESL students. Should be useful to volunteer tutors and beginning teachers. 68 pp.

f. Clarey, M. Elizabeth & Dixson, Robert J. Pronunciation Exercises in English. New York: Regents Publishing Co., 1947.

Soft-cover book includes English speech and correction of foreign accent. Phonetic symbols, classification of speech sounds, stress and rhythm, intonation, aspiration, and voicing and unvoicing of final consonants. International Phonetic Alphabet is included. Each lesson has five components: production, comparison, sentences, phrasing and intonation. Should be useful to teachers of beginning students. 142 pp. Teacher--beginning.

g. Adult Basic Education Teacher's Guide. Teaching English as a Second Language. Texas Education Agency, Adult Division, Austin, Texas, 1974.

Guide was developed by, and for, ABE teachers for planning ESL lessons for each class meeting. Tips for teachers, lesson units, and conversations are included, in addition to bibliographies of professional books and classroom materials.

h. Byrne, Don. Teaching Oral English. London: Longman Group Limited, 1976.

A sourcebook of games, drills, audio-visuals, plays, texts, and practice used in a variety of teaching situations with both child and adult learners. Ideas to be adopted and perhaps modified for use in the teaching situation. 146 pp. Teacher--all levels.

i. Berman, Louis A., and Kirstein, Laurette. Idiom Workbook. Silver Spring, Maryland: Institute of Modern Languages, Inc., 1979.

Advocates the practice of over-learning. Compares the differences between formal and informal American English, and develops the use of verb + particle in idiomatic fashion. Builds vocabulary while bringing understanding of some aspects of American customs and values. 112 pp. Teacher--all levels.

j. Finocchiaro, Mary. English As A Second Language From Theory to Practice. New York: Regents Publishing Company, Inc., 1974.

Written in lay language for prospective teachers of English and also for experienced teachers. Explores the nature of language and language learning, curriculum developing language skills and cultural insights, materials, techniques, and testing. 230 pp. Teacher--all levels.

k. Galvan, Roberto A. & Teschner, Richard V. El Diccionario Del Espanol. Silver Spring, Maryland: Institute of Modern Languages, Inc., 1977.

Entries currently in use in the Spanish of Texas and elsewhere. Does not purport to be an etymological dictionary, but references several sources. Several thousand entries. 144 pp. Teacher--all levels.

1. Dixson, Robert J. Practical Guide to the Teaching of English. New York: Regents Publishing Company, 1975. Chapters 2,4, and 7.

   Suggestions for teaching conversation to foreign students include question-answer, action chains, comprehension questions, succession responses, prepared seat-work, wall charts, and choral method. Oral communication is stiumlated by teacher modeling, debates, one-act plays, spelling matches, discussion of customs. Teacher---beginning level especially.

2. Modules/Kits

   a. Learning Modules for Adult Educators, "Teaching English as a Second Language to the Spanish Dominant Adult". College Station, Texas. Adult and Extension Education, Texas A&M University, 1976.

      Manual, transparencies, booklets, and audio tape. Emphasizes important differences between English and Spanish language. Considers grammatical structure, cultural differences, sound patterns, and syntax. Teacher---any level.

   b. Learning Modules for Adult Educators: "Teaching English as a Second Language: Conversational". College Station, Texas: Adult and Extension Education, Texas A&M University, 1976.

      Self-contained, multi-media package describing a variety of activities for ESL classroom. Language used for teaching, assessing materials, introducing variety. Designed for small group or individual. Contains manual, slide/tape presentation, texts, workbooks, group-use booklets, and exercises. For teachers at all levels.

3. Audio/Visuals

   a. Kingsbury, Roy & O'Shea, Patrick. Sunday Afternoons. London: Longman Group Limited. 1974.

      Booklet and cassette tape of ten recorded songs, written for ESL students. Booklet contains notations and words of each song, suggests how to use them in the classroom and gives students practice. Includes comprehension and trasfer questions and written exercises. Material appropriate for teachers of Intermediate-level students. Teacher---all levels. 55 pp.

   b. Abbs, Brian & Jones, Trevor. Cloudsongs. London: Longman Group Ltd. 1977.

      Sounds of the city, numbers, state of being. Recommended for children and beginners, learning English as a second language.

   c. Abbs, Brian & York, Nola. Skyhigh. London: Longman Group Ltd. 1975.

      Songs to be used for listening and practice.

d. Wilson, Ken et al. Mister Monday & Other Songs for the Teaching of English. London: Longman Group Ltd. 1971.

Tenses for practicing, such as present continuous tense, present simple tense, past continuous tense, future continuous tense, etc.

e. Wilson, Ken & the Solid British Hat Band. Goodbye Rainbow. London: Longman Group Ltd. 1974.

From England, songs are sung by man, woman, and both. Songs of the country, the city, freedom and friends.

f. Alexander, Vincent Chapman. Talk It Over. New York: Longman, Inc. 1975.

Thirty lessons of interviewing daily conversations, stories with morals. Recommended for ESL students; gives auditory reinforcement of daily use of English. Teacher---any level.

4. People

a. Ora Flores, Valley View Plano Library, 2633 Evans Court, Plano, Texas 75075. 214-422-5745.

b. Jerry Kirkpatrick, Central Texas College, U.S. Hwy 190 West, Killeen, Texas 76541. 817-526-1120.

c. Virginia Brooks, c/o Region XX Education Service Center, 1550 Northeast Loop 410, San Antonio, Texas 78209. 512-828-3551.

d. Dr. Curtis Hayes, Acting Director, Division of Bilingual-Bicultural Studies, University of Texas at San Antonio, San Antonio, Texas 78284. 512-691-4426.

e. Carol Escue, Adult Education Resource Center, 2013 k3th Street, Lubbock, Texas 79401. 806-765-9338.

f. Elizabeth Pacheko, Dallas I.S.D, Pearl C. Anderson School, 3400 Garden Lane, Dallas, Texas 75201. 214-421-1051.

g. Amy Hebestreit, Odessa College ABE Co-op. Odessa College, P.O. Box 3752, Odessa, Texas 79760. 915-337-5381, Ext. 300.

h. Ayda Milian, Bilingual Material Development Center, 101 University Drive, #J, Fort Worth, Texas 76107.

i. Nancy Strickland, Assistant Director ESL, North Texas State University, Denton, Texas 76203.

j. Frank Davila, Region XI, E.S.C., 3001 North Freeway, Fort Worth, Texas 76106. 817-625-6187.

k. Rose Newton, Refugee Language School, Alamo Heights Presbyterian Church, San Antonio, Texas 78207.

COMPETENCY: 55. I teach reading and writing skills in the English language.

RESOURCES:

1. Printed Materials

a. Allen, Edward David & Valette, Rebecca M. Classroom Techniques: Foreign Languages and English as a Second Language. New York: Harcourt Brace Jovanovich. 1977.

Chapters 10 and 11. Develops reading comprehension through reading memorized sheets, new sentences with familiar words, reading aloud, reading for structure signals, building speed, reading groups, literature. Writing instruction includes copying, scrambled sentences, matching questions and answers, sentence completion, writing from dictation, and free composition. Teacher---beginning level.

b. Thonis, Eleanor Wall. Teaching Reading to Non-English Speakers. New York: Collier Macmillan Internationa, Inc. 1970.

Analyzes in detail the teaching of reading to learners who do not speak Standard English as their native language. Views the process of reading as two major actions, decoding of the written system and attaching meaning to the oral symbols as decoded. Describes the reading process from the viewpoint of reading in the vernacular and from that of reading in another language. 270 pp. Teacher---advanced level.

c. Wright, Andrew. Visual Materials for the Language Teacher. London: Longman Group Ltd. 1976.

Views visual materials in many roles in language learning, with meaning in groups of words, rather than just single words. Lists suggestions for visuals in all curriculum areas. 152 pp. Teacher---all levels.

d. Waukesha County Technical Institute. Survival Skills Guide. A curriculum produced persuant to a U.S. Office of Education grant. Waukesha County, Wisconsin. 309 Project (no date).

Curriculum includes: Course of study, proficiency level task sheets, student record sheets, evaluation tools, and bibliography. Materials compiled for a comprehensive ESL curriculum. Also appropriate for adult basic learner. About 450 pp. Teacher--all levels, especially beginners.

e. Holdzkom, David. The Ideabook: A Resource Manual for Teachers of English as a Second Language. Silver Spring, Maryland: Institute of Modern Languages. 1979.

After introduction on communication, the manual gives numerous interesting activities for Speaking/Listening, Reading/Writing and Testing. For new teachers, it can be used as "instant experience"; for "old hands" it is a way of adding to a repertoire of activities, a kind of idea exchange. 59 pp.

f. Jackson, Phillip G. & Phan, Phrong-Hang. Project ABLE, East Petersburg, Pennsylvania: A project supported by the U.S. Office of Education. 1977.

Manuals give language and culture characteristics of the adult Indochinese learner. Included are approaches to teaching, curriculum suggestions, and administrative annex. Should be useful for working with any level Indochinese refugee student. Teacher---beginning level. Three books.

g. Dixson, Robert J. Practical Guide to the Teaching of English. New York: Regents Publishing Company. 1975.

Functional grammar stresses structure of the language. Written materials, used to reinforce oral practice, include workbooks and mimeographed sheets to be used in classroom or at home. Teacher---especially beginning level. Chapters 3, 5, and 6.

2. Modules/Kits

a. DART: "English as a Second Language". Denton, Texas: College of Education, North Texas State University. 1977.

Module of activities for developing the ESL skills of listening, speaking, reading, and writing. Four types of tests are included: informal interview, formal paper and pencil, free composition, and dictation. Student rating sheet covers five areas: pronunciation, grammar, vocabulary, fluency, and comprehension.

3. People

a. Oralia Silva, Refugee Language School, Alamo Heights Presbyterian Church, San Antonio, Texas 78207.

b. Melba Barreiro, Port Isabel I.S.D., Port Isabel, Texas 78578.

c. Margaret Williams, Paul C. Anderson School, 3400 Garden Lane, Dallas, Texas 75215. 214-421-1051.

d. Tomasa Garcia, 3502 Huisache, Denton, Texas 76201. 817-382-9556.

e. Maria Corbitt, 2021 Clover Lane, Ft. Worth, Texas 76107. 817-731-3527.

f. Linda Davis, 1816 Galahad, Arlington, Texas 76014. 817-261-9924.

g. Joyce Carrell, Box 621, Princeton, Texas 75077. 214-736-2134.

4. ESL Sites: See Competency 53, #4 for list.

STAFF DEVELOPMENT

FOUR COMPETENCY-BASED MODELS

DR. PAULETTE BEATTY AND DR. ROBERT FELLENZ

Each of the four approaches represents an attempt to move progressively closer to pure competency-based staff development which is the systematic process of identifying professional development needs in relation to the idealized role-model (diagnosis), of providing need-relevant training opportunities (prescription and implementation), and of evaluating the acquisition of need-relevant knowledge, skill, and or attitude (evaluation). Each approach demands that attention be given to the critical elements of individualized instruction; namely, diagnosis, prescription, implementation, and evaluation.

DESCRIPTION OF THE MODELS

I. PRE-POST WORKSHOP MODEL

The Adult Education Cooperative with central headquarters located in Smithville, Texas requested and participated in one of the experiments with competency-based staff development: a day-long workshop for adult basic education teachers. This approach required that each participant commit some modest amount of time, both before and after a day-long workshop, in completing a self-assessment instrument. Thus, it received the designation of the Pre-Post Workshop Model (see Table 1).

Diagnosis

Approximately one month prior to the scheduled staff development workshop, the teacher self-assessment instrument was mailed to all prospective participants of the workshop. Each person was requested to take between fifteen and thirty minutes to complete the self-assessment instrument and to return it by mail to the project staff. These results were tabulated and priority need areas identified. As a group, needs appeared to vary according to whether staff members were teachers in the Adult Basic Education Program, the General Educational Development Program or the English as a Second Language Program. Consequently, a composite staff competency profile was developed.

Prescription

Project staff who were to facilitate the workshop convened for a working session to plan for the priority need areas which surfaced through the survey. Additional interaction with the Cooperative Director reinforced and supported this approach and the existence of these needs for broad sectors of his staff.

Implementation

An all day workshop was conducted. A series of concurrent workshop sessions provided an opportunity for each teacher to participate in four competency areas of need as reflected in the teacher self-assessment instrument.

Evaluation

Immediate feedback regarding teacher satisfaction with the workshop was provided to the project staff through a questionnaire administered by the local director. One month after the workshop, a questionnaire was designed by the project staff and mailed to each participant to assess his or her perceived levels of learning. Both pre- and post-workshop assessments (diagnosis and evaluation) constituted measures of teacher perceptions rather than measures of teacher knowledge or skill.

II. PRE-INTER-POST WORKSHOP MODEL

The Adult Education Cooperative with central headquarters located in San Antonio, Texas requested and participated in one of the experiments with competency-based staff development. This approach consisted of pre- and post-workshop self assessment activities, a sequence of two mini-workshops and inter-session application activities. Consequently, this approach was designated the Pre-Inter-Post Workshop model.

Diagnosis

Early in the course of the teaching year, the Cooperative Director asked all staff members to indicate their two preferences for staff development from an extensive listing of possible areas. From this list, each of those areas of concern receiving the greatest number of responses became a focus for one or two evening workshop sessions. The project staff was invited to address one of the focus areas during two workshop sessions. A self-assessment instrument was mailed to each of the teachers who had indicated an interest in the assigned "focus" area. Each instrument contained only those items of relevance to the assigned focus. Completed instruments were returned by mail to the project staff.

Prescription

The completed self-assessment instruments were reviewed by members of the project staff. A broad array of needs surfaced from the analysis of the instruments. Provision was made to address on an individual basis the five major areas of need which emerged.

Implementation

Two three hour mini-sessions were scheduled. During the first session, an overview of the entire focus area was provided. After this overview, five major directions were identified as alternatives. Each participant then decided which alternative most closely responded to his or her perceived need and then committed himself or herself to pursue that area during the remainder of the first mini-session, independently through an inter-session application to the classroom setting and during the second mini-session two weeks later through a sharing of the inter-session activities undertaken.

Evaluation

A level of satisfaction questionnaire was administered by the local director and analyzed by a team of evaluation specialists of the Co-op region. This feedback was provided to the project staff members. All participants who engaged in the inter-session application phase of the staff development activity provided to the project staff a written report with a description and analysis of their activities. Each report was reviewed and a written critique of the undertaking was provided to the participant. Lastly, approximately one month after these activities, the abbreviated self-assessment instrument was again mailed to each participant to assess perceived changes in the competency area of focus. Completed self-assessment instruments were returned by mail to the project staff.

III. OPPORTUNITIES COURSE MODEL

The Adult Education Cooperative with central headquarters located in Waco, Texas requested and participated in one of the experiments with competency-based staff development: a graduate course in adult literacy education in which each participant would have the "opportunity" of focusing exclusively upon those areas of his or her perceived professional need. Consequently, this approach was designated as the Opportunities Course Model (see Table 1).

Diagnosis

Each participant enrolled in the course completed, during the first class session, a self-assessment instrument which had been developed from the listing of teacher competencies. This instrument provided feedback concerning competency areas of needed concentration and the degree of need as perceived by each participant.

Prescription

Each participant was encouraged to reflect, during the period between the first and second class meetings, upon the areas of need which he or she had identified. Each participant was asked to single out those areas of need which were of high priority and which would likely produce the greatest payoff in terms of concentrated effort during the course. Further, each participant was asked to explore actively all possible strategies which could assist in acquiring or developing the competencies identified. During the second class session, orientation was provided on the nature of, rationale for, and mechanics of building a learning contract. Each participant spent time individually, in small groups, and with the teacher in the process of generating a workable and effective learning objective. The third session was scheduled as individual hour-long meetings between the participant and teacher. During this session, a final review was

made of each learning contract, changes were made as necessary, and learning contracts were approved.

Implementation

The remainder of the class sessions, with the exception of the final two meetings, consisted of individually scheduled interviews between the participant and the instructor for the purpose of providing on-going tutorial assistance, materials resource supplements, and assessment of movement toward the learning objectives.

Evaluation

During the final two sessions, each participant made a comprehensive report to the entire class membership. Central elements of the report included: the learning objective, strategies employed to attain the learning objective, results of the learning activity, and an evaluation of the results attained. In addition, each participant prepared a term paper which chronicled in detail the learning contract for the course. Independent evaluation was made by the instructor and a final grade assigned for each participant in the course.

IV. DIVERSIFIED TRAINING MODEL

The Adult Education Cooperative with central headquarters located in Huntsville, Texas requested and participated in one of the experiments with competency-based staff development: a completely individualized staff development program was designed for and with each participant. Thus, this approach was designated the Diversified Training Model (see Table 1).

A letter was sent, under the joint signature of the local director and the project staff, inviting those interested in participating in individualized staff development to respond to a brief questionnaire and return it by mail directly to the project staff. All local staff members were informed that typical staff development workshops would also be conducted and that there was no obligation to participate in the individualized program. Each completed questionnaire provided the following information to the project staff: name, address and phone number, present position, years of experience, and program area of involvement; the major competency area of need; and information regarding grouping, site, time and credit preferences for the staff development program. In an effort to assess needs within the broad competency area identified by each teacher, individual interviews were undertaken at a time and place convenient for the participant. These interviews enabled in-depth diagnosis to take place and learning contracts detailing the specific of diagnosis, prescription, implementation and evaluation to be completed.

Prescription

After major needs were identified, alternative strategies (activities and resources) were reviewed. A decision was made by the participant during the interview concerning the preferred strategies and a commitment was made by

the participant to proceed.

Implementation

Plans for implementation were also developed during the interview which included whether the individual would work alone or in small compatible learning groups (grouping preference); whether the individual would work at home, at the Co-op Center, or at the university in the pursuit of his or her learning goal (site preference); how much time the individual was realistically willing to commit to the attainment of his or her learning goal--ranging from less than six hours to over forty-eight hours (time preference); and whether or not any type of variable academic credit CEU, undergraduate, or graduate, was desired as part of the learning contract (credit preference). During the undertaking, all participants received guidelines for proceeding, a copy of the learning contract negotiated during the interview, resources integral to the learning contract, and bi-monthly phone contacts to check on progress toward learning goals.

Evaluation

The evaluation strategy was three-fold. First, a brief written report was prepared by each participant describing the application activities undertaken and evaluating those segments most likely to be adopted in the future. Each report was critiqued by the project staff and the critique was returned to the participant. Second, a de-briefing and sharing session was conducted at the conclusion of the experiment. The meeting was held during a regular Co-op staff development workshop. The session permitted a sharing of each participant's experiences, and an opportunity for all to benefit vicariously from the learnings of each participant. It also provided for an informal exchange and critique of the strengths and limitations encountered. Third, a formal evaluation was obtained from each participant indicating perceptions of the degree of learning.

Table 1

Staff Development Models

Model Type	Diagnosis	Prescription	Implementation	Evaluation
Pre-Post Workshop	Director's Input, Self-Assessment	Multiple Choice in Major Need Areas	Multiple Choice Workshop	Workshop Evaluation, Abbreviated Self-Assessment
Pre-Inter-Post Workshop	Director's Input, Segment of Self-Assessment	Multiple Choice in Major Need Areas	Multiple Choice Workshops, Independent Application	Workshops Evaluation, Segment of Self-Assessment, Oral Report, Written Report, Teacher Evaluation
Opportunities Course	Self-Assessment	Individual Learning Contract	Directed Independent Study	Oral Report, Written Report, Teacher Evaluation, Course Evaluation
Diversified Training	Questionnaire, Personal Interview	Individual Learning Contract	Directed Independent Study	Written Report, Teacher Evaluation, Abbreviated Self-Assessment

TEXAS A&M UNIVERSITY

STAFF DEVELOPMENT QUESTIONNAIRE Date: _____

Please complete this form ONLY if you want to participate in the Texas A&M Staff Development Training Program.

Name _____

Co-Op _____

Home Address _____

_____

Home Phone _____

PRESENT POSITION (Please check one item)

- ☐ Aide
- ☐ Teacher
- ☐ Counsellor
- ☐ Supervisor
- ☐ Staff Trainer

YEARS OF EXPERIENCE (Please check one item)

- ☐ Less than 1
- ☐ 1 to 3
- ☐ 3 to 5
- ☐ 5 to 10
- ☐ Above 10

PROGRAM AREA OF INVOLVEMENT (Please check one item)

- ☐ ABE
- ☐ ESL
- ☐ APL
- ☐ GED

LEARNING CONTRACT FOR:

Name _____ Address _____

Activity _____ Date: _____

Learning Objectives	Learning Resources and Strategies	Evidence of Accomplishment of Objectives	Criteria and Means for Validating Evidence

MASTERS STUDY IN ADULT AND EXTENSION EDUCATION

TEXAS A&M UNIVERSITY

The Adult and Extension Education Program offers a Master's Degree to interested and qualified students. The course of study for this degree has been designed to serve individuals desiring to improve their competency in working with adults as training specialists, program planners or evaluators, mid-management administrators, or other type of instructional personnel. The program is organized to maintain maximum flexibility in reaching the individual candidate's professional needs and interests.

Individuals from a number of agencies, institutions and programs have found the Master's Degree in Adult and Extension Education a viable avenue for their professional development. In the past, the degree has been proven to have applicability to personnel in the following career fields:

a. Cooperative Extension Service
b. Community Services and Agencies
c. Governmental Agencies
d. Colleges and Universities
e. Continuing Education Programs in Medical/Health Fields
f. Programs for Undereducated Adults
g. Programs for Older Adults
h. Military Centers
i. Religion Education
j. Business and Industry
k. Correctional Education
l. Volunteer Agencies, including Youth Agency Administration

However, it remains the applicant's responsibility to examine the appropriateness of a Master's Degree in Adult and Extension Education to his or her career goals.

Admission to the Program

Admission to the master's study program will be contingent upon meeting the requirements of the Graduate College at Texas A&M University plus attaining the approval of the Adult and Estension Education program admissions committee. Items considered for admission will include the following for each applicant:

a. a bachelor's degree from a college or univeristy of recognized standing;

b. attainment of a minimum grade-point-ratio of 2.5 (4.0 system) during the bachelor's degree work;

c. attainment of acceptable scores (total of 800) on the aptitude section of the graduate record examination;

d. willingness of a member of the Graduate Faculty to serve as advisor.

e. Professional goal(s) commensurate with Adult and Extension Education are desirable.

On accordance with established regulations, no more than eight semester hours taken before full admission to the Graduate College can apply toward a degree. Prior to completing 15 semester hours, the individual must have an approved degree plan on file in the Graduate College, Texas A&M University.

Master of Education Requirements

1. Admission
   a. GRE total 800
   b. GPR 2.5
2. Residence
   Twelve semester hours taken on the main campus
3. Program
   a. A minimum of 36 semester hours beyond the bachelor's degree.
   b. Required courses stressing the role held or desired, its theory and duties, and interpretation of relevant research.
   c. One or two supporting fields outside the major depending on the background and career goals of the individual.

Master of Science (Thesis) Requirements

1. Admission
   a. GRE total 800
   b. GPR 2.5
2. Residence
   Nine hours taken on the main campus during one semester or two consecutive summer terms.
3. Program
   a. A minimum of 32 semester hours beyond the bachelor's degree.
   b. Required courses stressing the role held or desired, its theory and duties, and interpretation of relevant research.
   c. One supporting field outside the major, depending on the background and career goals of the individual.

4. Thesis	4. Thesis
a. NO THESIS	a. Thesis will demonstrate the student possesses basic knowledge and skills in conducting and reporting research.
5. Examinations	5. Examinations
a. Final oral exam	a. Final oral exam (including the defense of thesis)

A Master of Science degree with a non-thesis option is also available.

The main difference between this degree and the two offered above are:

1. A minimum of 36 semester hours must be completed, 24 of which must be in the major department with a minimum of six semester hours in a supporting field;

2. Students cannot include 601 (Research) courses on their degree programs.

DOCTORAL STUDY IN ADULT AND EXTENSION EDUCATION

TEXAS A&M UNIVERSITY

Doctoral study in Adult and Extension Education is designed to enable an individual to prepare for his or her career goals in this growing, professional field. The program, in general, is oriented toward a number of leadership positions in various agencies and organizations in which adults are the primary target for educational programs.

More specifically, most students in the doctoral program prepare for one of the following kinds of positions:

a. Program planners/evaluators;

b. Staff Development Specialists/Training Directors;

c. Program Administrators;

d. Research Specialists;

e. Instructional Personnel.

In the past, individuals from the following types of agencies, institutions, and program areas have found the Adult and Extension Education graduate studies program to be the viable avenue for professional development for their career goals:

a. Cooperative Extension Service

b. Community Services and Agencies

c. Governmental Agencies

d. Colleges and Universities

e. Medical/Health Fields Continuing Medical Education Programs

f. Programs for Undereducated Adults

g. Programs for Older Adults

h. Military Centers

i. Religion Education

j. Business and Industry

k. Correctional Education

l. Volunteer Agencies.

It is the applicants' responsibility to make themselves aware of the requirements necessary for employment in their desired career field.

Admission to the Program

Admission to the doctoral study program will be contingent upon meeting the requirements of the Graduate College at Texas A&M University plus attaining the approval of the Adult and Extension Education program admissions committee. Items considered for admission will include the following for each applicant:

a. Must hold a master's degree from a college or university of recognized standing;

b. Must have attained the minimum recommended grade-point-ratio of 3.25 (4.0 system) during master's degree work;

c. Must have attained acceptable scores (total of 900) on the aptitude section of the graduate record examination;

d. Must have had a minimum of three years of approved experience;

e. Must complete and submit an Admissions Assessment form for Adult and Extension Education;

f. Must have demonstrated the ability to pursue successfully doctoral study and research, e.g., firm commitment, previous graduate study, etc.

g. Must have a member of the Graduate Faculty willing to serve as temporary advisor.

Prior to registering for more than 24 semester hours, the individual must have an approved degree plan on file in the Graduate College, Texas A&M University.

Ph.D. Requirements

1. Admission
   a. GRE total 900
   b. GPR (Master's) 3.25
   c. A written entrance examination
   d. A minimum of three years of approved experience.

2. Residence
   a. Two consecutive semesters with a minimum of 9 semester hours each semester on the main campus.

3. Program
   a. A minimum of 66 semester hours beyond the master's degree.
   b. Required core courses stressing the application of theory and research in the specialization.
   c. One or two supporting fields outside the major depending on the background and career goals of the individual.
   d. Emphasis on research design and data analysis and interpretation.
   e. An optional internship which exposes the candidate to aspects of the role he aspires to beyond which he has already experienced.

4. Dissertation
   a. Original research resulting in a new contribution to knowledge.

Ed.D. Requirements

1. Admission
   a. GRE total 900
   b. GPR (Master's) 3.25
   c. A written entrance examination
   d. A minimum of three years of approved experience.

2. Residence
   a. 30 semester hours of work on the main campus, of which at least 18 must be taken as a full-time student. Residence requirement must be fulfilled within five consecutive calendar years.

3. Program
   a. A minimum of 66 semester hours beyond the master's degree.
   b. Required courses stressing the role held or desired, its theory and duties, and interpretation of relevant research.
   c. 1-3 supporting fields outside the major, depending on the background and career goals of the individual.
   d. Emphasis on critical processes related to educational leadership.
   e. A required internship which exposes the candidate to aspects of the role he aspires to beyond what he has already experienced.

4. Professional Report
   a. Field study on a problem of major proportions either in time or extent, or
   b. A curriculum development project validated through pilot and field testing and formative and summative evaluation, or
   c. Action research on a curricular, instructional, supervisory, or administrative problem leading to a revised operation based on empirical data.

5. Examinations
   a. Written qualifying exam.
   b. Written and oral preliminary exam.
   c. Written internship evaluation (when applicable).
   d. Final oral exam (defense of dissertation).

5. Examinations
   a. Written qualifying exam.
   b. Written and oral preliminary exam.
   c. Written and oral internship evaluation.
   d. Final oral exam (professional report).

Further Explanation of Requirements for Doctoral Work in Adult and Extension Education

1. Admission

   a. GRE total 900 (Ph.D. and Ed.D.)

   b. GPR (Master's) 3.25 (Ph.D. and Ed.D.)

The candidate must already hold a master's degree from an accredited college or university before being considered for admission. Since 3.0 is the minimum acceptable GPR for completion of a master's degree in most institutions, a GPR on the master's program of at least 3.25 is required. Candidates at or just over the 3.25 level in master's work will prompt the Committee for Admission of Graduate Students in Adult and Extension Education to look carefully at such things as the institution attended and the program followed.

c. A Written Admissions Assessment (Ph.D. and Ed.D.)

An Admissions Assessment must be completed and submitted to the Adult and Extension Program before the application will be acted upon. The Assessment is a diagnostic device and will accomplish the following:

(1) reveal the candidate's ability to organize and write his/her ideas;

(2) reveal the realism of the candidate's understanding or the nature of the role he aspires to, the education, training, and experience prerequisite to that role, and his own status in reference to the role;

(3) provide a summary of the candidate's experience and prior education;

and (4) reveal the level of the candidate's commitment to obtaining the Ph.D. or Ed.D. in Adult and Extension Education.

d. A minimum of three years of approved experience. (Ph.D. and Ed.D.) This requirement is binding on the amount of experience required, with three years being the minimum. The experience should be related to the career objective of the individual, particularly in relation to those agencies and organizations indicated in the introduction of this doctoral study outline. However, experience is not limited to those agencies.

2. Residence

a. Ph.D.- Two consecutive semesters of resident study on the Main Campus at College Station are required. This requirement may be met by including two adjacent regular semesters or one regular semester and one adjacent twelve-week summer session. To satisfy the continuous residence requirement, the student must complete a minimum of nine credit hours per semester or twelve-week summer session for the required period.

b. Ed.D.- Thirty semester hours of work on the Main Campus, of which at least eighteen must be taken as a full-time student. The residence requirement must be fulfilled within five consecutive calendar years. In order to obtain residence requirement credit, one must be enrolled as a full-time student for periods of at least six weeks in length.

3. Program

a. A minimum of 66 semester hours beyond the master's degree.

Ph.D.		Ed.D.
21-27	Major Area	15-21
12-21	Supporting Field(s)	12-21
12-15*	Research	6-9**
1	Seminar (IDED 681)	1
0-6	Internship (IDED 684)	6
0-6	Proseminars	6
12	Dissertation	
	Professional Report	12

* Includes Stat. 651 or equivalent, and IDED 690B. May include EPSY 637, Stat. 652, IDED 670, and Computer Science.

** Includes Stat. 651 or equivalent and IDED 690B. May include IDED 690A or Psy. 636, or equivalent

b. Required core courses (Ph.D. and Ed.D.)

IDED 630 - Adult Learning (3 hrs.)
IDED 632 - Methods of Adult Education (3 hrs.)
IDED 642 - Program Development (3 hrs.)

The student's doctoral advisory committee may waive certain courses of the core requirement if the student already has completed related courses.

c. Supporting fields may be taken within or outside the College of Education (or both) depending upon the background and career goals of the individual. (One supporting field is defined as a minimum of 12 semester hours. Two supporting fields are defined as a minimum of nine semester hours in each field.) A supporting field is defined as a set of related courses not necessarily found in the same department.

d. Research design and analysis and interpretation of data. Courses in this area can be found both inside and outside the College of Education.

e. Emphasis on critical processes related to educational leadership. Six one-hour education proseminars will be required of all candidates for the Ed.D.

f. Internship for Ed.D.

A required internship which exposes the candidate to aspects of the role he aspires to beyond what he has already experienced (Ed.D.). Each student will complete six hours of internships. The internship will be based on a minimum of 300 clock hours accrued at the maximum rate of forty hours per week and a minimum rate of ten hours per week. The internship will be a university-directed experience in a professional setting and will require of the student full participation and responsibility in experiences related to his or her career specialization. Credit for

the internship will not be given for carrying out employment activities of an ongoing nature (e.g. continuing to act as a teacher in a junior college) but must be a new experience. The internship may be on a paid or unpaid basis. The internship must occur after the student has a degree plan on file, must be supported by prior or concurrent coursework (usually toward the end of the degree program), and must be approved in writing as to its details by all members of the student's doctoral committee prior to its beginning. A written summary of the internship experience will be presented and reviewed by the graduate student's doctoral committee.

4. Dissertation (Ph.D.)
   a. Original research resulting in a new contribution to knowledge. For additional information refer to the Graduate Catalog.
5. Professional Report (Ed.D.)
   a. Field study on a problem of major proportions either in time or extent;
   b. A curriculum development project validated through pilot and field testing and formative and summative evaluation, or
   c. Action research on a curricular, instructional, supervisory, or administrative problem leading to a revised operation based on empirical data. The professional report will be based upon a project of considerable magnitude which is directly related to the practical concerns and problems of the profession. The project may grow out of the student's program of study, out of the internship experience, or out of original ideas for assessment, analysis or problem solution. It may involve

systematic inquiry in a field study or action research; collection and/or analysis and interpretation of data relating to personnel, plant, curriculum instruction, community, or other relevant dimensions of a particular educational setting; development and validation of curriculum or instructional materials, of major designs or plans, of assessment or evaluation devices, or techniques or systems to simplify or regulate institutional behavior, or similar approved activities. The project may be incorporated in the professional report or be separate from it, depending on the nature of the project and the form of its embodiment. All professional reports should be characterized by accuracy of observations and measurement, by thoroughness of analysis and synthesis, and by clarity and completeness in presentation. The conclusions presented must be supported by adequate studies and investigations and supplemented by a comprehensive bibliography.

6. Examinations

   a. Written qualifying examination

      Each student will be required to take a departmentally prepared written qualifying exam prior to the completion of thirty hours of doctoral work. This examination will be a screening device to assess the individual's capabilities to complete his/her doctoral degree work.

   b. Written and oral preliminary examination.

   c. Written and oral internship evaluation (when applicable).

   d. Final oral examination

ORDER FORMS FOR MODULES

TO: Learning Modules for Adult Educators
Adult & Extension Education
Texas A&M University
College Station, TX 77843

FROM: _____

	Complete Version		Simplified Version
Becoming a Teacher of Adults			
Preparing for that First Class Meeting	_____ $68.00	_____	$51.00
Teacher and the Adult Learner	_____ 62.00	_____	42.00
Planning for Instruction	_____ 72.00	_____	52.00
Creative Use of Materials	_____ 76.00	_____	53.00
Establishing Professional Identity	_____ 69.00	_____	59.00
Assessing Needs & Interests			
A Systematic Approach	_____ 35.00	_____	14.00
Informal Techniques	_____ 53.00	_____	30.00
Standardized Tests	_____ 43.00	_____	23.00
The Interview	_____ 105.00	_____	94.00
Program Development			
Staff Development: In-Service Training	_____ 59.00	_____	46.00
Public Relations and Your Program	_____ 72.00	_____	42.00
Organizing Recruitment Campaigns	_____ 59.00	_____	42.00
Instructional Strategies			
Individualized Instruction	_____ 79.00	_____	52.00
Writing Instructional Objectives	_____ 71.00	_____	49.00
Human Relations			
Developing Helping Skills	_____ 80.00	_____	63.00
Relating to the Adult Student: Communication Skills	_____ 43.00	_____	17.00
Active Listening	_____ 44.00	_____	25.00
Nonverbal Communication	_____ 61.00	_____	43.00
Content Areas			
Teaching ESL: Conversational	_____ 130.00	_____	73.00
Teaching ESL to the Spanish Dominant Adult	_____ 89.00	_____	31.00
Survival in Today's Society or Introducing APL	_____ 79.00	_____	67.00
The GED Test: What is it?	_____ 39.00	_____	24.00

Add Postage for out-of-Texas orders (approximately $3.00 per module.)

Any module component will be sold separately at cost of reproduction..

ASSESSING NEEDS AND INTERESTS: A SYSTEMATIC APPROACH

This module is a self-contained, multi-media package which is designed to help you develop a systematic, comprehensive approach to assessing adult students. It's objectives are to enable you to:

--list the functions of assessment and the strengths and weaknesses of various approaches;
--develop guidelines for establishing an assessment system;
--choose an appropriate assessment instrument;
--classify assessment instruments and design an assessment system;
--interpret assessment data to a student.

A complete module is designed for use either by a small group or an individual. This module contains the following:

A loose-leaf binder (manual)
This complete manual presents an overview of learning modules with suggestions for their use. It also contains an orientation to this module, its objectives, pre and postassessments, a bibliography and appendices. All of these sections reinforce the five suggested learning activities.

An Approach to Adult Assessment
This 31 page booklet is written as a resource for the practicing teacher of adults. Learning activities in the module are coordinated with readings in the booklet.

An audio-tape simulation
A six minute interview with a prospective GED student is included. After listening to the tape, the participant is asked to critique the interview.

Fifteen copies of the Group-Use Booklet
This booklet is designed for use by the individual members of a group going through the module together. It contains 23 pages from the loose-leaf binder that are needed by such group participants.

Total cost $35.00

A simplified version of the module appropriate for individual use only is also available. It contains one copy of each of the above listed components except that no Group-Use Booklets are included. Total cost $14.00

ASSESSING NEEDS AND INTERESTS: STANDARDIZED TESTS

This module is designed to familiarize the teacher with formal tests and testing procedures that can be used with adult students. Its objectives are to enable you to:

--describe some general principles of standarized testing;
--develop a system for evaluating standarized tests so that you may choose tests appropriate for your adult students;
--perform basic problem solving skills associated with standardized tests so that results may be interpreted to students.

A complete module is designed for use either by a small group or an individual. This module contains the following:

A loose-leaf binder (manual)
This complete manual presents an overview of learning modules with suggestions for their use. It also contains an orientation to this module, its objectives, pre and postassessments, a bibliography and appendices. All of these sections reinforce the three learning activities.

Specimen Set for the General Educational Performance Index (GEPI)
Copies of both forms of the GEPI, the Manual of Directions, technical data, and reviews are included so that you may evaluate and critique an adult standardized test. The procedures outlines are applicable to the evaluation of other standardized tests.

"Tests for ABE Teachers" by George Spear
This publication states its purpose as "to provide a current listing of test and measurement instruments which can aid instruction in the Adult Basic Education classroom." It is a 36 page booklet published in 1975 by the Center for Resource Development in Adult Education, University of Missouri, Kansas City.

"Glossary of Terms' (fifteen copies)
This 22 page booklet is enclosed in the module as an aid for those who may have difficulty with the terminology of formal testing. Each learning activity references the glossary when concepts are introduced.

Fifteen copies of the Group-Use Booklet
This booklet is designed for use by the individual members of a group going through the module together. It contains 30 pages from the loose-leaf binder that are needed by group participants.

Total cost $43.00

A simplified version of the module appropriate for individual use only is also available. It contains all the above listed components except that no Group-Use Booklets are included. Total cost $23.00

ASSESSING NEEDS AND INTERESTS: THE INTERVIEW

This module is a self-contained, multi-media package which is designed to familiarize you with the interview as a device for assessing needs and interests and establishing rapport with adult students. Its objectives are to enable you to:

- -identify the purposes, advantages and limitations of the interview as a technique for assessing student needs and interests
- -implement verbal and non-verbal techniques useful in obtaining information from students in an interview situation
- -conduct an interview in which the student appears at ease.

A complete module is designed for use either by a small group or an individual. This module contains the following:

A loose-leaf binder (manual)
This complete manual presents an overview of learning modules with suggestions for their use. It also contains an orientation to this module, its objectives, pre and postassessments, a bibliography and appendices. All of these sections reinforce the seven suggested learning activities.

A slide/tape presentation
This presentation is designed to help you become familiar with basic interview techniques. It contains 93 slides in a carousel tray with a cassette tape programmed for audible or inaudible advance.

A video tape presentation
Three simulated interviews of Basic Education students are presented. The interviewees demonstrate approaches that might be taken by an administrator, a teacher, and a counselor. The color tape is approximately 20 minutes in length and is available in either half inch reel or three quarter inch cassette.

Fifteen (15) copies of the Group-Use Booklet
This booklet is designed for use by the individual members of a group going through the module together. It contains 17 pages from the loose-leaf binder that are needed by such group participants.

Total cost $105.00
(Note: When ordering, please specify size of video tape desired)

A simplified version of the module appropriate for individual use only is also available. It contains all the above listed components except the fifteen Group-Use Booklets. Total cost $94.00

*Additional copies of the Group-Use Booklet are available at cost.

ASSESSING NEEDS AND INTERESTS: INFORMAL TECHNIQUES

This module is designed to familiarize you with informal techniques and instruments that can be used to assess the abilities and skills of adult students. Its objectives are to enable you to:

-- identify several approaches to informal assessment;
-- explain the importance of observation in gathering information about a student;
-- describe informal techniques appropriate for determining instructional reading and math levels and demonstrate their use;
-- construct an informal assessment instrument for a given person and use the information gained.

A complete module is designed for use either by a small group or an individual. This module contains the following:

A loose-leaf binder (manual)
This complete manual presents an overview of learning modules with suggestions for their use. It also contains an orientation to this module, its objectives, pre and postassessments, a bibliography and appendices. All of these sections reinforce the six learning activities.

Manual and Tape "Cloze Procedure"
The Cloze Procedure is thoroughly explained in this 53 page text and accompaning audio tape. Opportunity is provided for practice of this interesting technique for determining student level.

Manual and Tape "Word Recognition"
This 41 page manual and accompaning audio tape provides insight and practice for the development of skills in informal assessment.

"Informal Skills Tests Locator Inventory" by Edwin H. Smith
This reprint of approximately 18 pages from Smith's Literary Education for Adolescents and Adults provides examples of a number of approaches to informal testing.

Audio Tape
This tape is to be used in conjunction with one of the learning activities and provides practice in giving informal inventories.

Informal assessment instruments
Several specific instruments for reading and math assessment are presented. These include the San Diego Quick Assessment, the Information Sheet, and the Two-Minute Informal Assessment.

Fifteen copies of the Group-Use Booklet
This booklet is designed for use by the individual members of a group going through the module together. It contains 47 pages from the loose-leaf binder that are needed by group participants.

Total Cost $53.00

A simplified version of the module appropriate for individual use only is also available. It contains one copy of each of the components described above except that no Group-Use Booklets are included. Total Cost . . . $30.00

ESTABLISHING PROFESSIONAL IDENTITY

This module is a multi-media package designed to foster a sense of identity with the field of adult education. Its objectives are designated to enable you to:

-- summarize the magnitude of the need for adult education in the U.S.A. and Texas;
-- trace the historical development of adult education from its colonial beginnings to present day;
-- list and define the meaning of terminology peculiar to the field of adult education;
-- describe resources available to the adult educator seeking assistance;
-- select the professional adult education organization best suited to your needs and interests.

A complete module is designed for use by either a small group or an individual. This module contains:

A loose-leaf binder (manual)
This manual provides an overview of learning modules with suggestions for their use. Also included in this 26 page manual is an orientation to this module, its stated objectives, pre and post-assessments, a bibliography and appendices. The four suggested learning activities provide the central focus of the manual.

A slide/tape presentation
"Establishing Professional Identity" traces in a concise manner the development of adult education, its scope and funding sources. It reviews some of the professional organizations and suggests additional resources available to the teacher of adults. The 94 slides are provided in a carousel tray with an audio tape programmed for audible or inaudible advance.

A packet of sample brochures, journals, newsletters, bulletins, etc., distributed by the various adult education professional associations. Membership blanks are included.

Transparencies and readings
Selected information on the status of literacy efforts in Texas and the nation are provided through three transparencies and twelve pages of readings.

Fifteen copies of the Group-Use Booklet
Designed for use by the individual members of a group going through the module together; these booklets contain 10 pages from the loose-leaf binder.

Total Cost $69.00

A simplified version of the module appropriate for individual use only is also available. It contains one of each of the components described above except that no Group-Use Booklets are included. Total Cost . . $59.00

PREPARING FOR THAT FIRST CLASS MEETING

Addressing some of the major concerns that new teachers of adults may have, this module strives to provide some specific answers and to suggest additional sources of information. Its objectives should enable you to:

--categorize the important questions or concerns about that first class meeting;
--identify at least one satisfactory answer or solution to each question or concern;
--outline a plan for making that first class meeting a successful experience for both the teacher and the students.

A complete module is designed for use by either a small group or an individual. This module contains the following:

A loose-leaf binder (manual)
This complete manual presents an overview of learning modules with suggestions for their use. It also contains an orientation to this module, its objectives, pre and postassessments, a bibliography and appendices. All of these sections reinforce the five suggested learning activities presented in the 44 page manual.

A slide/tape presentation "The Good, the Bad and the Eager"
This presentation uses a cartoon motif to suggest some useful teaching approaches that may forestall possible first night pitfalls. It also presents some useful information about learner needs and goals. Provided with a carousel tray and programmed tape, the 109 slide show was originally produced by Linda DuPree of the Regional Service Center, Fort Worth, Texas.

15 copies of the Group-Use Booklet
Designed for use by the individual members of a group working through a module together, these booklets contain 28 pages from the loose-leaf binder.

Total cost $68.00

A simplified version of the module appropriate for individual use only is also available. It contains one copy of each of the above listed components except that no Group-Use Booklets are included. Total cost $51.00

PLANNING FOR INSTRUCTION

The purpose of this module is to help you develop a systematic plan for preparing for teaching. Its objectives are to familiarize you with:

- -the effect that basic philosophical positions and knowledge of content area have on planning for instruction
- -various ways that you and the adult can interact to determine: a) the wants and needs of the adult student; b) the immediate problems which prohibit or slow learning; c) strengths that enable the adult to learn; d) preferred learning/teaching styles
- -appropriate learning objectives for the adult students and strategies for accomplishing chosen objectives
- -a procedure for making decisions based on how well the learning process is progressing.

A complete module is designed for use either by a small group or an individual. This module contains the following:

A loose-leaf binder (manual)
This complete manual presents guidelines for seven learning activities designed to help you reach the objectives listed above. It also contains an overview of learning modules with suggestions for their use, an orientation to this module, objectives, pre and postassessments, a bibliography and appendices.

A slide/tape presentation
The lively presentation describing the basic elements in the systematic design of a unit of instruction consists of 102 slides in a carousel tray with a cassette tape programmed for audible or inaudible advance.

A programmed booklet
This 51 page self instructional booklet designed by the Texas Education Agency is focused on the development of performance objectives.

Additional enclosures and handouts such as:
Long's Orbital Program Planning Aid, 15 copies of an article "Qualities of Useful Objectives", and a single copy of "How to Teach What You Know."

Total cost $72.00

A simplified version of the module appropriate for individual use only is available. It contains one copy of each of the components described above except that no Group-Use Booklets are included. Total cost . . .$52.00

*Additional copies of the materials designed for use by larger groups are available at cost.

ORGANIZING RECRUITMENT CAMPAIGNS

The purpose of this module is to assist you in developing a systematic and effective program for recruiting students into adult education. The learning activities are designed to enable you to:

- -develop a step-by-step plan for recruiting students
- -define an appropriate audience for your recruitment efforts
- -identify, organize and evaluate resources and strategies
- -select and implement appropriate techniques
- -evaluate the success of your recruiting program.

A complete module is designed for use either by a small group or an individual. This module contains the following:

A loose-leaf binder (manual)
: This complete manual contains guidelines that enable a group leader or individual to proceed through five learning activities. It also presents an overview of learning modules with suggestions for their use, an orientation to this module, objectives, pre and postassessments, a bibliography and several appendices.

A slide/tape presentation
: "Building a Recruitment Program" is the title of this overview of a systematic plan for organizing a recruiting program. The 102 colored slides are provided in a carousel tray with an audio tape programmed for audible or inaudible advance.

"Helpful Hints on Recruiting Techniques"
: Ten pages of suggestions on useful techniques including both personal contact methods and mass media comprise theis handout.

Handouts and Worksheets
: An organizational chart for a recruitment campaign, a short, descriptive handout on procedures are included.

Fifteen (15) copies of the Group-Use Booklet
: This booklet is designed for use by the individual members of a group going through the module together. It contains 26 pages from the loose-leaf binder that are needed by such group participants.

Total cost $59.00

A simplified version of the module approariate for individual use only is also available. It contains one copy of each of the above of the above listed components except that no Group-Use Booklets are included. Total cost. . $42.00

CREATIVE USE OF MATERIALS

The purpose of this module is to assist the new teacher of adult in the selection and use of materials appropriate for adult education settings. The module is organized around objectives designed to enable the teacher to:

-- list some commercial and real-life materials and describe their role;
-- identify ten criteria for selection of materials;
-- determine reading level of materials;
-- evaluate appropriateness and compensate for deficiencies of available materials;
-- demonstrate creative use of materials.

A complete module is designed for use either by a small group or an individual. This module contains the following:

A loose-leaf binder (manual)
This complete manual presents an overview of learning modules with suggestions for their use. It also contains an orientation to this module, its objectives, pre and post assessments, six suggested learning activities, a bibliography and appendices.

A slide/tape presentation "Use Real-Life Materials"
Developed in North Dakota through Project ACT, this 103 slide presentation shows a variety of real-life materials, their role and their use in the adult classroom or learning center.

15 copies of the Group-Use Booklet
This booklet is designed for use by the individual members of a group going through the module together. It contains 42 pages from the loose-leaf binder that are needed by such group participants.

Additional enclosures and handouts such as 15 copies of "Ideas from Use Real-Life Materials slide/tape show".

Total cost $76.00

A simplified version of the module appropriate for individual use is also available. It contains all the above listed components except the 15 group-use booklets and multiple copies of handouts.
Total cost $53.00

THE TEACHER AND THE ADULT LEARNER

The purpose of this module is to help the new teacher of adults become aware of some basic considerations in adult learning and teaching. The module is a self-contained, multi-media package designed to enable the new teacher to:

-- identify characteristics of an adult learner;
-- identify at least two physical factors that affect adult learning and describe how the teacher can make allowances for each;
-- identify at least four social/psychological factors that affect adult learning and describe how the teacher can make allowances for each;
-- develop a list of attributes that the adult education teacher should, ideally, possess;
-- assess self in relation to the list of attributes; note those attributes currently possessed, and outline a plan followed in order to make desired improvements.

A complete module is designed for use either by a small group or an individual. This module contains the following:

A loose-leaf binder (manual)
This complete manual presents an overview of learning modules with suggestions for their use. It also contains an orientation to this module, its objectives, pre and post assessments, four suggested learning activities, a bibliography and appendices.

A slide/tape presentation "Attributes of the Successful Teacher of Adults"
Developed by Project ACT, Region VIII Staff Development Project, this 80 slide presentation points to five characteristics that should mark the successful teacher of adults.

15 copies of the Group-Use Booklet
This booklet is designed for use by the individual members of a group going through the module together. It contains 34 pages from the loose-leaf binder that are needed by such group participants.

Total cost $62.00

A Simplified Version of the module appropriate for individual use only is also available. It contains all the above listed components except the 15 group-use booklets. Total cost $42.00

WRITING INSTRUCTIONAL OBJECTIVES

The purpose of this module is to help the teacher of adults develop instructional objectives which state goals of learning in terms of observable student behavior. The activities include writing objectives in the affective domain and at levels of thought (cognition) higher than knowledge level. After completing this module, you should be able to:

-- construct instructional objectives that are stated in terms of student behavior, describe an observable behavior and give the conditions under which the behavior is to be measured;
-- write instructional objectives in the cognitive domain that deal with levels of thought higher than knowledge level;
-- write instructional objectives in the affective domain.

A complete module is designed for use either by a small group or an individual. This module contains the following:

A loose-leaf binder (manual)
This complete manual presents an overview of learning modules with suggestions for their use. It also contains an orientation to this module, its objectives, pre and postassessments, a bibliography and appendices. All of these sections reinforce the three learning activities presented in the module.

Preparing Instructional Objectives, Robert F. Mager
One paper bound copy of the second edition of this popular work is included for reading or reference.

A film strip/tape presentation
This activity is the first in a series of film strips by Vimcet Associates. W. J. Popham authored this overview of writing educational objectives.

Performance Objectives: A Self-Instructional Booklet
The purpose of this 51 page booklet is to help you learn to write performances objectives. It was originally published by the Texas Education Agency in 1976.

"Writing Behavioral Objectives in the Cognitive Domain"
An audio tape and short 16 page worktext comprise this activity. It is programmed to lead an individual or group through Bloom's taxonomy of cognitive levels with practice at writing objectives at each level. 15 copies of the worktext are included.

"Writing Behavioral Objectives in the Affective Domain"
This activity also consists of a tape and worktext. It discusses the affective domain and provides an opportunity to practice writing affective objectives. 15 copies of the worktext are included.

15 copies of the Group-Use Booklet
This booklet is designed for use by the individual members of a group going through the module together. It contains 15 pages from the loose-leaf binder that are needed by such group participants.

Total cost . . . . . 213 . . . . . $71.00

A simplified version of the module appropriate for individual use only is also available. It contains one copy of each of the above listed components except that no Group-Use Booklets are included. Total cost..$49.00

INDIVIDUALIZED INSTRUCTION: PRACTICE AND PROMISE

This module is a self-contained, multi-media package that focuses attention on the process of individualizing instruction. The module objectives are designed to enable the adult educator to:

- -- describe the four requisite steps of the process for individualizing instruction and to identify their appropriate sequence;
- -- identify diagnostic information and assessment techniques that help in planning for instruction;
- -- choose appropriate objectives for a given learner and identify materials and learning experiences for accomplishing the objectives;
- -- design a student mastery report useful for managing classroom instruction;
- -- define evaluation and assess ones own teaching performance using estimates of self-assessment, student ratings, observation and student performance;
- -- defend or reject individualized instruction as a useful, preferred instructional philosophy.

A complete module is designed for use either by a small group or an individual. This module contains the following:

A loose-leaf binder (manual)
This 46 page manual provides an introduction to learning modules with specific suggestions for use of this particular module. It also contains an orientation to this module, a statement of intended objectives, pre and postassessments, suggestions for seven learning activities, a bibliography and necessary appendices and enclosures for duplication;

A slide/tape presentation "Individualized Instruction: A Need and a Challenge"
This presentation provides an overview of individualized instruction and its use in the teaching of adults. Eighty-seven colored slides are provided in a carousel tray with a cassette tape programmed for audible or inaudible advance.

Two audio tapes
One tape simulates a diagnostic interview between a student and a teacher; the other focuses on suggested answers to several instructional management concerns.

Fifteen copies of a Programmed Workbook
This 31 page booklet highlights prescription issues such as constructing objectives and selecting activities and materials.

Fifteen copies of the Group-Use Booklet
Designed to be used by individual group members when the module is used in a group setting, these booklets contain 24 pages taken from the loose-leaf binder.

Total Cost $79.00

A simplified version of the module appropriate for individual use only is also available. It contains one copy of each of the components described above except that no Group-Use Booklets are included. Total Cost. . . . $52.00

PUBLIC RELATIONS AND YOUR PROGRAM

This module is a self-contained, multi-media package which is designed to acquaint you with the concept and use of public relations in the promotion of adult education programs. Its objectives are to enable you to:

- -explain the nature and purpose of public relations
- -utilize methods such as the following to publicize your program: advisory committees, news releases, personal contacts, radio, television, handouts, posters, and state and community agencies
- -critique methods used in public relations
- -plan a strategy for public relations.

A complete module is designed for use either by a small group or an individual. This module contains the following:

A loose-leaf binder (manual)
This complete manual presents an overview of learning modules with suggestions for their use. It also contains an orientation to this module, its objectives, pre and postassessments, eleven suggested learning activities, a bibliography and appendices.

A slide/tape presentation
Stimulation of interest and awareness of the impact of public relations on an educational program is the objective of this presentation. It contains 69 slides in a carousel tray with a cassette tape programmed for audible or inaudible advance.

Presenting Your Program of Adult Education
The Texas Education Agency produced this manual to assist local ABE directors in the selection and implementation of public relations techniques. It contains 25 pages of instruction and 43 pages of examples of public relations materials.

Ten (10) copies of the Group-Use Booklet
This booklet is designed for use by the individual members of a group going through the module together. It contains 51 pages from the loose-leaf binder that are needed by such group participants.

Total cost $72.00

A simplified version of the module appropriate for individual use only is also available. It contains all the above listed components except the ten Group-Use Booklets. Total cost. $42.00

*Addidtional copies of the Group-Use Booklet are available at cost.

STAFF DEVELOPMENT: IN-SERVICE TRAINING

This module is a self-contained, multi-media package which is designed to present an overview of the philosophy, processes, and techniques of in-service training. Special emphasis is given to the one-day workshop. The module's objectives are to enable you to:

-identify the needs for staff development
-describe the role of the supervisor in planning staff-development
-order the steps used in establishing a plan for implementing a one-day workshop
-plan a one-day in-service training workshop.

A complete module is designed for use either by a small group or an individual. This module contains the following:

A loose-leaf binder (manual)
This complete manual presents an overview of learning modules with suggestions for their use. It also contains an orientation to this module, its objectives, pre and postassessments, a bibliography and appendices. All of these sections reinforce the four learning activities presented in the module.

A slide/tape presentation
This activity is designed to present a step-by-step procedural outline for planning and implementing a one-day workshop. It contains 71 slides in a carousel tray with a cassette tape programmed for audible or inaudible advance.

In-Service Training: Philosophy, Processes, and Operational Techniques
Originally published by Prentice-Hall as part of their Adult Education series, this 48 page monograph offers numerous suggestions for the implementation of an in-service training program. It was written by Charles E. Kozoll and edited by Curtis Ulmer.

Ten (10) copies of "Teacher Training and Supervision"
Curtis Ulmer wrote this article and it was published in the book, Administration of Continuing Education, edited by N. C. Shall and published by the National Association for Public Continuing and Adult Education in 1969. It is an 18 page reprint.

Ten (10) copies of the Group-Use Booklet
This booklet is designed for use by the individual members of a group going through the module together. It contains 35 pages from the loose-leaf binder that are needed by such group participants.

Total cost $59.00

A simplified version of the module appropriate for individual use only is also available. It contains one copy of each of the components listed above except that no Group-Use Booklets are included.

Total cost $46.00

*Additional copies of the module components are available at cost.

DEVELOPING HELPING SKILLS

This module considers the teacher as a member of a helping profession. Its specific objectives are to aid you in developing skills so that you can:

--define your role and responsibilities in a helping situation;
--identify and apply some specific techniques related to developing a helping climate and rapport;
--identify basic techniques that will enable you to help adult students with their concerns;
--list the steps in a problem-solving methodology.

A complete module is designed for use either by a small group or an individual. This module contains the following:

A loose-leaf binder (manual)
This complete manual presents an overview of learning modules with suggestions for their use. It also contains an orientation to this module, its objectives, pre and postassessments, a bibliography and appendices. All of these sections reinforce the seven learning activities presented in the module.

Video tape "Problems of Adult Students"
A group of experienced ABE teachers and counselors discuss some of the recurring problems that students face. The tape is candid and informative.

Response Sheets Handouts "Helping Role Problems"
A number of realistic problems are suggested that the adult educator must be prepared to handle. There are no right or wrong answers but many find some strategies beneficial in solving problems.

Notebook "Helpers"
Twenty-five original masters make up this module component. They can be used to make transparencies, to stimulate ideas for posters, or to initiate discussion on helping skills in the classroom.

15 copies of Action Maze "Mrs. Frost"
This 37 paged text takes you through a series of experiences with a fictitious GED student, Mrs. Frost. It is realistic and fast moving, a branching form of programmed instruction.

15 copies of the Group-Use Booklet
This booklet is designed for use by the individual members of a group going through the module together. It contains 36 pages from the loose-leaf binder that are needed by such group participants.

Total cost $80.00

A simplified version of the module appropriate for individual use only is also available. It contains one copy of each of the above listed components except that no Group-Use Booklets are included. Total cost $63.00

ACTIVE LISTENING

The purpose of this module is to help teachers establish rapport with adult students through active listening by responding to the feelings as well as the content of messages which the students send. After completing this module, you should be able to:

--identify a variety of listening styles and examine your usual style;
--define active listening, its components and its importance;
--distinguish between the content and feeling of a message;
--actively listen to a speaker and accurately reflect the feeling and content of a message to the satisfaction of the speaker.

A complete module is designed for use either by a small group or an individual. This module contains the following:

A loose-leaf binder (manual)
This complete manual presents an overview of learning modules with suggestions for their use. It also contains an orientation to this module, its objectives, pre and postassessments, a bibliography and appendices. All of these sections reinforce the six learning activities presented in the module.

Transparency Masters "Illustrations"
Four black and white masters from which transparencies can be made comprise this series on listening styles of individuals.

Cassette tape "Demonstrating Listening Techniques"
Listening is vital to personal communications. This tape defines and explains the various components that are involved in the listening process.

The Art of Helping, Robert R. Carkhuff
This delightful booklet by one of the leading psychologists of our day provides an unusual insight into interpersonal relationships. The 200 page booklet is published by Human Resource Development Press.

15 copies of the Group-Use Booklet
This booklet is designed for use by the individual members of a group going through the module together. It contains 32 pages from the loose-leaf binder that are needed by such group participants.

Total cost $44.00

A simplified version of the module appropriate for individual use only is also available. It contains one copy of each of the above listed components except that no Group-Use Booklets are included.

Total cost $25.00

NONVERBAL COMMUNICATION

This self-contained package is designed to help you improve the teaching/learning exchange by increasing your effectiveness in your nonverbal communication. It is organized around four objectives which should enable you to:

--identify major factors of nonverbal communication
--identify and interpret a variety of personal elements related to nonverbal communication
--analyze situational elements which convey messages
--identify nonverbal behaviors which indicate acceptance, interest or attention

A complete module is designed for use either by a small group or an individual. This module contains the following:

A loose-leaf binder (manual)
This complete manual contains detailed directions for five learning activities. It also provides an overview of learning modules with suggestions for their use, an orientation to this module, objective, pre and postassessments, a bibliography and appendices.

"Teacher and Nonverbal Communication"
A seven page article by Robert Koch which was published originally in Theory Into Practice, vol. X, No. 4, 1971.

"Interpreting Body Language"
This enclosure contains a dozen drawings depicting nonverbal communications and allows you to practice interpretation of them.

Audio Tape
"Vocal Cues" are examined in this short audio tape, and the listener is encouraged to practice the use of such communication enhancers.

A slide/tape presentation
"Nonverbal Messages of Acceptance, Interest and Attention" examines both positive and negative nonverbal messages transmitted in the classroom. It contains 77 colored slides.

Beyond Words
Authored by James J. Thompson and published by Citation Press, this 208 page paperbound book presents an "explanation of the many ways nonverbal communication affects the performances of both students and teachers."

15 copies of the Group-Use Booklet
This booklet is designed for use by the individual members of a group going through the module together. It contains pages from the loose-leaf binder that are needed by such group participants.

Total cost $61.00

A Simplified Version of the module appropriate for individual use only is also available. It contains all the above listed components except the 15 group-use booklets. Total cost $43.00

RELATING TO THE ADULT STUDENT: COMMUNICATION SKILLS

This module is to aid in developing communication skills which stimulate comfortable relationships with adult students. Upon completion of this module, you should be able to:

--give examples of the elements involved in effective communications;
--describe and demonstrate three methods of getting acquainted;
--describe two ways in which trust can be built;
--demonstrate an accepting way of responding to an incorrect answer;
--form I-Messages;
--distinguish a Teacher-Owned from a Student-Owned problem and demonstrate appropriate teacher action or response to each;
--describe five characteristics considered important for those who wish to create a helping relationship.

A complete module is designed for use either by a small group or an individual. This module contains the following:

A loose-leaf binder (manual)
This complete manual presents an overview of learning modules with suggestions for their use. It also contains an orientation to this module, its objectives, pre and postassessments, a bibliography and appendices. All of these sections reinforce the seven learning activities presented in the module.

"A Variety of Get Acquainted Ideas"
Thirty-five suggestions for get acquainted activities are suggested in this two page handout. Fifteen copies are included in each module.

Transparency Masters
This series is prepared as a guideline to help the new ABE teacher gain insights into the complexities of the communication process. It contains 10 black and white masters from which transparencies can be made.

15 copies of the Group-Use Booklet
This booklet is designed for use by the individual members of a group going through the module together. It contains 49 pages from the loose-leaf binder that are needed by such group participants.

Total cost $43.00

A simplified version of the module appropriate for individual use only is also available. It contains one copy of each of the above listed components except that no Group-Use Booklets are included. Total cost $17.00

ENGLISH AS A SECOND LANGUAGE: CONVERSATIONAL

This module is a self-contained, multi-media package which identifies important techniques used in teaching conversational ESL and describes a variety of activities for the ESL classroom. Its objectives are to familiarize you with:

- -four language skills important in teaching ESL
- -techniques used in teaching ESL
- -methods used to determine student strengths and weaknesses
- -criteria to assess various materials for an ESL class
- -ways of introducing variety into the ESL classroom.

A complete module is designed for use either by a small group or an individual. This module contains the following:

A loose-leaf binder (manual)
This complete manual presents an overview of learning modules with suggestions for their use, an orientation/rationale to the module, objectives, pre and postassessments, five suggested learning activities, a bibliography and appendices.

A slide/tape presentation
This lively presentation suggesting numerous ways of introducing variety into the ESL classroom consists of 104 slides in a carousel tray with a cassette tape programmed for audible or inaudible advance.

Six (6) copies of programmed texts and workbooks
This 189 page text is a reprint of the self-instructional course designed by Anisman, Zinn and Poczik of the University of the State of New York. It is accompanied by two audio tapes and a 38 page workbook.

Six (6) copies of three Action Mazes
These action mazes are a rather unique programmed way of looking at some problem situations which may be encountered by an ESL teacher. They are three separate booklets of approximately 15 pages each.

Six (6) copies of Variety Exerciese
This brief 15 page booklet describes some of the activities suggested in the slide/tape show.

Six (6) copies of the Group-Use Booklet
This booklet is designed for use by the individual members of a group going through the module together. It contains 30 pages from the loose-leaf binder that are needed by such group participants.

Total cost $130.00

A simplified version of the module appropriate for individual use only is also available. It contains one copy of each of the components described above except that no Group-Use Booklets are included. Total Cost . .$73.00

*Additional copies of the materials designed for use by larger groups are available at cost.

TEACHING ENGLISH AS A SECOND LANGUAGE TO THE SPANISH DOMINANT ADULT

This module emphasizes some of the important differences between the English and the Spanish languages which the ESL teacher should consider. Upon completion of the suggested learning activities, you would be able to:

- -- identify two of the major skills involved in language learning;
- -- enumerate four ways in which cultural differences are revealed through language;
- -- list five patterns in which word order and grammatical structure are fairly similar in English and in Spanish;
- -- name ten different English language patterns that may present special difficulties for the Spanish-oriented adult student;
- -- describe how English vowel and consonant sounds are physically produced;
- -- identify six major English vowel sound problems and ten English consonant sound problems which the Spanish-oriented adult may encounter.

A complete module is designed for use either by a small group or an individual. This module contains the following:

A loose-leaf binder (manual)
This complete manual provides directions and materials for six learning activities designed to meet the objectives. It also contains an orientation to this module, pre and post assessments, a bibliography and appendices.

An audio tape and answer sheet
As part of the first learning activity, this tape gives participants a chance to practice both listening and speaking in an unfamiliar language. Its purpose is to develop awareness of the problems faced by the non-English speaking adult.

A set of Transparency Masters
These 16 transparency masters provide a resource for examining English vowel and consonant sounds that can cause problems for the Spanish-dominant adult.

Six copies of "Cultural Differences Revealed Through Language"
The art work and commentary of this 37 page booklet helps individuals examine some of the cultural differences revealed through the Spanish language.

Six copies of Teaching English as a Second Language, Unit IV
This 165 page text is a reprint of the self-instructional course designed by Anisman and Poczik of the University of the State of New York. It is accompanied by two audio tapes and a 45 page workbook.

Six copies of the Group-Use Booklet
This booklet is designed for use by the individual members of a group going through the module together. It contains 28 pages from the loose-leaf manual that are needed by such group participants.

Total Cost $89.00

A simplified version of the module appropriate for individual use is also available. It contains one copy of all the above listed components except the Group-Use Booklet. Total Cost $31.00

SURVIVAL IN TODAY'S SOCIETY OR INTRODUCING APL

This module is a self-contained, multi-media package designed to introduce you to the Adult Performance Level (APL) concept and to provide ideas for implementing APL activities in the Adult Basic Education (ABE) classroom or learning center. Its objectives are to enable you to:

- -describe at least two reasons why skills are taught in Adult Basic Education
- -identify five areas of everyday living which require the application of skills
- -supply your own examples of how skills are applied to general knowledge areas using the APL Model of Functional Competency
- -list materials and activities which focus on everyday coping skills and could be used in the ABE classroom or learning center
- -describe an instructional system that can be used in teaching APL
- -define your acceptence/rejection of the APL concept

A complete module is designed for use either by a small group or an individual. This module contains the following:

A loose-leaf binder
This complete manual presents an overview of learning modules with suggestions for their use. It also contains an orientation to this module, its objectives, pre and postassessments, a bibliography and appendices. All of these sections reinforce the six suggested learning activities.

A slide/tape presentation
Produced by the APL staff at the University of Texas, this overview of the APL research and curriculum model provides a widely usable introduction to functional competency. The 140 slides are provided in a carousel tray with an audio tape programmed for audible or inaudible advance.

"Understanding The APL Model of Functional Competency"
A programmed workbook of 14 pages, this enclosure was designed to give teachers an opportunity to work with the APL model.

Three Transparencies and Masters
Of help in depicting APL curriculum or instructional systems, these transparencies can be used for group presentations or the masters can be reproduced for handouts.

Packet: "Resources For Teaching Coping Skills"
This packet contains the following lists of suggested activities, curriculum guides, commercial materials, places in the community to get materials, and ways of organizing a classroom plus some examples of free materials.

"An APL Instructional System"
This short 16 page booklet integrates APL concepts into an individualized instructional system.

Fifteen (15) copies of the Group-Use Booklet
This booklet is designed for use by the individual members of a group going through the module together. It contains 21 pages from the loose-leaf binder that are needed by such group participants.

Total Cost $79.00

A simplified version of the module appropriate for individual use only is also available. It contains all the above listed components except the fifteen Group-Use Booklets. Total Cost. $67.00

THE GED TEST: WHAT IS IT?

The purpose of this module is to help you gain a basic knowledge of the GED program. It is organized around six objectives which should enable you to:

- -describe the basic content and format of the GED Test;
- -explain the purpose and development of the GED Test;
- -identify the eligibility requirements for taking the test;
- -identify the minimum passing scores for obtaining the GED certificate;
- -describe procedures for administering the test and reporting results;
- -prepare a presentation explaining the nature of the GED Test and how it relates to your students.

A complete module is designed for use either by a small group or an individual. This module contains the following:

A loose-leaf binder
This complete manual presents an overview of learning modules with suggestions for their use, an orientation to this module, objectives, pre and postassessments, a bibliography and appendices. All support the three suggested learning activities.

"GED Answer Form and Information Sheets"
A four page handout for teachers containing an answer sheet for the GED Test and outlines of psychological factors, test taking skills and the content areas involved in this testing program.

Official GED Teacher's Manual and Practice Test
The manual and test are published and distributed by the GED Testing Service of the American Council on Education.

Cambridge "General Introducation"
Published as an introduction to a Cambridge Text, this 4 page enclosure identifies what is in the tests and explains types and percentages of test items.

The High School: Establishing a Successful GED Program
Don Seaman and Donnie Dutton authored this 79 page overview of programming for the GED. It was originally published as part of the Prentice-Hall series on adult education.

"The GED Statistical Report, 1977"
Published by the GED Testing Service; This 16 page report includes data on the testing conducted during the 1976 calendar year.

8 - Transparency Masters
Eight masters suitable for the making of transparencies or hand-outs which were designed to be used in a presentation of general information on the GED Testing program.

Fifteen (15) copies of the Group-Use Booklet
This booklet is designed for use by the individual member of a group going through the module together. It contains 30 pages from the loose-leaf binder that are needed by such group participants.

Total Cost $39.00

A simplified version of the module appropriate for individual use only is also available. It contains all the above listed components except the fifteen Group-Use Booklets. Total Cost $24.00